JOURNAL OF SECONDARY EDUCATION

MAY 1961

volume 36, number 5

COLLEGE PREPARATORY INDUSTRIAL ARTS FOR ENGINEERS

TEAM TEACHING SURVEY

TWO ARTICLES ON THE SOCIAL STUDIES

ADULT SCHOOL CHALLENGES TO HIGH SCHOOL TEACHERS

A JUNIOR HIGH SCHOOL ELECTIVE PROGRAM

SYMPOSIUM THIS MONTH

MEETING NEEDS OF ATYPICAL YOUTH:
NEW DEVELOPMENTS IN GUIDANCE AND TEACHING

— Theme for the Year —

NEW LEVELS OF EXCELLENCE FOR THE NEXT DECADE

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The *Journal of Secondary Education* is published by the California Association of Secondary School Administrators eight months during the year and is issued in the calendar months of October to May, inclusive. Subscription is $5.00 per year; single copies, current school year, 70 cents; single copies, prior to current year, $1.00. Annual subscription in all countries in the International Postal Union, $5.50. Subscribers are requested to report at once any change of address, giving old as well as new addresses. Second-class postage paid at Burlingame, California. Address all business correspondence and requests for subscriptions or copies to *Journal of Secondary Education*, 1705 Murchison Drive, Burlingame, California. To purchase microfilm volumes, write University Microfilms, Ann Arbor, Michigan.

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EDITORIAL

DOES COUNSELING AND GUIDANCE NEED SCRUTINY TOO?

As the bright spotlight of public attention begins to move from the high schools, it might be well to consider one part of the program, namely, counseling and guidance, which has thus far escaped intensive national scrutiny. The American high school, among its many other distinctions, developed one of the most extensive guidance systems to be found anywhere in the world. While the manifold reasons need not be here detailed, it was an understandable development accompanying the attempt to educate everyone through the secondary school years. As pupils of diverse talents entered secondary schools, alternate curriculums and courses were developed. The labor market too, as well as the curriculum, became much more complex and varied, so that the fitting of persons into appropriate educational and vocational places called for some kind of guidance if the system were to work at all efficiently. These developments, as well as advances in psychological knowledge and skill, produced a steady growth of the guidance movement since its founding in the early 1900's. While it has never fully been able to fight off the status of "frill," it has with Dr. Conant's blessing and the financial help of the National Defense Education Act been given a new lease on life at a strategic moment when, with increased attention to intellectual affairs in high school, academic scholars were ready to be critical of anything that did not appear to contribute directly to the achievement of academic excellence. Subject-matter specialists both in high school and college were never fully convinced of the value of psychological services in general and tend to be critical of those whose cast of mind inclines them to be concerned with the adjustment and mental health of pupils. Discussion of high school education in recent years has been away from the emphasis implied in guidance and mental health programs which place the child, his needs, and emotional factors in the center of the stage. In recent times more and more stress has been given to intellectual functions and the subject matter to be taught. Surprising, therefore, it is that counseling and guidance have not been subject to more overtly critical comment.

No small amount of time, energy, staff, and money are invested in guidance in a high school with a well-developed guidance program. As

we review the total program of the American high school, it is not inappropriate to ask some searching questions about guidance. This is not to suggest that guidance services are unimportant or unessential. But guidance, no more than any other part of the high school program, can expect to escape scrutiny. As higher standards of education become mandatory for all young men and women in the second half of this century, every educational dollar spent must yield the greatest possible return. Is it doing so in guidance? As we have challenged old ways, opened new vistas, and taken fresh approaches to traditional ways of teaching, have we been equally bold in considering the guidance program?

In listening to discussions where leaders propose future developments in guidance and counseling, too often we gain the impression that all we need is more of what we now have: increase the number of counselors; further differentiate them from teachers; reduce the counselor-pupil ratio; remove counseling more from disciplinary functions; give more tests; extend the cumulative record. If bold new reforms in the curriculum and in how teachers are used are the order of the day, should not this be matched by a fresh approach to guidance? Is there need for fundamental reconsideration of the whole guidance program? Perhaps our concerns may best be expressed in several questions.

How well has guidance met its claim of personalizing the high school for each pupil? As high schools have become larger and have departed from the small-town tradition where one high school of several hundred students served the entire community the personalization of the school program presents a problem. In schools of yesteryear all pupils and teachers knew each other, not unlike the condition that still prevails in elementary schools. As communities became large and as high school approached enrollments of 1500, 2000, and even 2500, where was the personal touch? Partly to overcome the depersonalization engendered by largeness and departmentalization counseling and guidance programs developed. Since the teacher in high school meets 150 to 175 different pupils each day, he cannot possibly, so it is alleged, give personal attention to each. Hence the addition of a counselor. But what is his load? Few, if any, schools approach the Conant recommendation of one full-time counselor to each 250 to 300 pupils. Furthermore, since the home vitally affects what the school can and should do for the pupil, close cooperation should exist between home and school. That this condition exists only to a limited degree no one can deny. In the vast majority of cases, the home-school contact is minimal; a parent comes to school mainly when he or his child has a problem or when the school is in trouble with a child or his parent. Either instance is likely to be marked by a strain in the relationship between parent and school. The

number of pupils a counselor is responsible for requires that he schedule at least one fifteen minute interview each semester if he is to meet all of his counselees. Under such circumstances can there be an understanding of the pupil as a whole, his family, his needs, plans, and prospects? Certain pupils, the favored few and the problem children, 10 to 15 per cent, come to be well known, to have enough relationship with the counselor to achieve results. What of the other 85 per cent? If some mature professional person should know each child and his family well, then a radical change in the number of pupils to be known by each staff member must be considered. We see no possible solution except for the whole of the professional staff, consisting mostly of teachers, to become actively involved in the process. Each teacher will need to assume responsibility as a general practitioner as well as a specialist in a particular subject-matter field. The question is whether it is essential to involve the total staff of the school—meaning mainly teachers—directly in counseling and guidance if individualization and personalization is to prevail.

Would some services which counselors now perform be better assigned to teachers? For example, in which lane of the English curriculum should Johnny be placed? Should Sam be encouraged to follow a career in engineering or advanced mathematics? Does Mary have the talent to follow her present desire to become a professional artist? Is advising on such decisions best left to counselors who often are not themselves specialists in the field under consideration? Might not advice come better from classroom teachers who are specialists in these fields and who have taught the pupil? Career and academic advising as now organized and conducted draws far too little on the potential of talent, ability, and interest of the teachers in the various subject-matter fields. At times the idea is advanced that specialists with their biases might contaminate, unduly influence the pupil. Is the case overstated? Is it not likely that a person who is himself knowledgeable in a field, who has depth of background, insight, integrity, devotion, and competence, would be of invaluable service to pupils who are similarly interested? Do not pupils often circumvent the regular, formal counseling system to seek out teachers with whom they have an affinity or with whom they share an interest? Counseling as it is now too frequently organized seems to be based upon the faulty assumption that teachers are likely to misadvise, that only the "impartial" counselor can see the whole picture and protect the pupil.

Does the guidance role, just as all other services, carry as its central aim the rendering of service to the central role of teaching? Is it so cast that everything points to serving teaching, to making teaching more effective? We fear not. Or does it happen that guidance often casts up

its activities to serve itself? Is there not often heard the complaint that teachers do not understand, are unsympathetic with, and fail to fit into what the counseling system is trying to achieve? Tests are given, guidance records are accumulated, for what purpose? To enable the teacher of mathematics better to understand the pertinent individual differences of pupils in relation to the learning of mathematics—or to permit the counselor to counsel with the pupil? Examination of most testing programs suggests unmistakably that they have not been developed mainly to help teachers of English, of history, home economics, or physical education to teach their respective subjects better. Indeed, it is not unusual to hear from counselors that there is serious question as to whether test data should be turned over to teachers since they are so lacking in the qualifications to use them! Does this view not place the cart far too much ahead of the horse? Is it not teachers and their needs that should be taken into account in planning records and testing programs? If teachers are unable to use the data which are available on their pupils, then may it not be indicative that teachers may not have been involved adequately in setting up the program? It may be furthermore questioned whether the counselor is wise to insist on remaining apart from the teaching and the disciplining of pupils, especially on the grounds that teaching and disciplining may interfere with his being objective and friendly with pupils. Apart from the inappropriateness of attempting to cast only the counselor in the role of "friend," it is also impossible, since the teacher and the counselor both exist within the formal framework of the school. They cannot be the detached, impartial, objective outsider in the same sense as the psychologist or psychiatrist in the child guidance clinic—even though this has been a model for the shaping of the counselor's role. As counselors come to work with groups of pupils, as do teachers, the trend of further separation and differentiation of their functions from teaching may be reversed.

Do the tasks now performed by counseling and guidance specialists demand the training that is required? According to current standards training for guidance goes beyond that required for teaching. Nonetheless, we have the impression that a substantial number of the tasks performed by counselors and other guidance personnel might be performed as well or even better by persons with a lower or a different form of training, thus saving money and improving efficiency. Administering, scoring, and reporting of the results of standardized group tests can be handled by psychometrists and clerks both less highly trained than counselors. But counselors still report that the testing program occupies a large segment of their time. How much collecting and recording of data for the cumulative record is done by counselors that could be done by a clerk or secretary? Detailed time and motion studies of counselors

at work, similar to those made of teachers in Bay City, Michigan, might be revealing on this point.

Has guidance developed mostly into administration? Has Parkinson's famous law concerning the tendency of administrative organization to proliferate taken over? We seem to have a proclivity for finding new ways out of the classroom as a means for advancement in the profession. In counseling one has freedom to move about, an office, opportunity to work with pupils individually, some time on one's own, and an advance in salary—all accompanied by getting away from teaching. Do counseling and administration, carried on in their best tradition, really require more training or a higher level of competence than teaching when it is operating in its best tradition? Should the rewards and conditions of work be better? Is it necessary or desirable continuously to rob the classroom of its talent to fill other posts—positions which are presumed to serve teachers? Is there danger lest the service positions become so alluring that all will wish to serve and none to teach?

Finally, we may ask, is guidance and counseling in need of a new sense of direction? At some point in the past did the movement slip off the main path? Is it now in a no-man's land which misses the expertness needed either for teaching a subject or for performing highly complex psychological services? Schools need teachers who are highly qualified in their subjects, skilled in methodology, understanding of their pupils and the nature of individual differences, and mindful of the interrelatedness of mind, emotion, and body. Schools also need persons with varying kinds and degrees of psychological training—psychometrists, psychologists, psychiatrists. But do we need an ever enlarging group of middlemen who are expert neither in teaching nor in rendering psychological services? Do we need to reconsider the role that guidance services can perform in enhancing teaching and learning in the schools? Would such reassessment reveal a need for new and different directions than those that have been emerging during the past quarter of a century?

It may be that in counseling and guidance just as in teaching we need to up-grade the role, to make certain that the counselor is a qualified psychologist. Under such conditions we would probably have far fewer counselors than at present, but they would be leaders of teams of less highly trained assistants. The questions we have raised about counseling and guidance arise from the thoroughgoing discussion of high school education that has been taking place throughout the country. It may be that in this field, as in so many others, promising new vistas are opening on the horizon. With their superior psychological insight it may be hoped that those in guidance work will not react so defensively to critical scrutiny that the new vistas vanish as a midsummer mirage.

R. N. B.

PRE-ENGINEERING MACHINE SHOP IN AN OAKLAND HIGH SCHOOL

BY GLENN I. NEWHOUSE* and IRVIN COLT†

Will book knowledge of mechanical principles adequately prepare our engineers of tomorrow to design the machinery and the technical operations of a modern society? Will theoretical knowledge enable our scientists to design and direct the operation of special equipment for testing or for carrying out their research? Where in their busy schedule of learning can this practical manipulative experience, so generally accepted as vital information, be acquired?

Germany has produced outstanding scientists and engineers, and has required practical manipulative experience in technical schools preparing students for engineering education. Russian education emphasizes skilled manipulative experiences as preparation for technical education. If the United States is to compete with Russia for world leadership we, too, must give our engineers and scientists the most complete educational preparation possible.

Engineers and scientists who possess only a theoretical knowledge of their fields face many difficulties that are not present for men of similar education who have had manipulative mechanical experiences. This fact has long been known and appreciated. Most American universities and colleges that prepare engineers have operated machine-metal shops where students have gained practical manipulative experiences with hand and machine tools. However, with the increasing demands for students of technical professions to have a more liberal education, the courses in machine-metal shop experiences have become fewer, and in some instances have been dropped completely. This void in students' educational preparation presents a serious problem for future engineers, for their pro-

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fession, and for society in general. Students, parents, and sometimes school counselors are not aware of the vital importance of practical manipulative experiences in giving a basis for a better understanding of the theoretical phases of technical education, and in providing an opportunity to apply the mathematics, science, and other subject matter which students have learned, in a lifelike situation.

While many leading universities encourage students who are planning to become engineers or scientists to take machine-metal, mechanical drawing, and other shop classes while in high school, relatively few students are able to follow this advice. Often this is because of the many curricular requirements for high school graduation, which leaves the college-bound student little time for electives. In an attempt to fit this manipulative training into the program of the college preparatory student Oakland set up a pilot program for future engineers and scientists, a pre-engineering machine shop course which was conducted at Castlemont High School in Oakland, California. This class was a special one-year course, combining projects, experiments, field trips, homework, and library study, intended to offer to academically talented and selected students the maximum amount possible of manipulative experiences and understanding. At the end of the *first semester* of this experiment, it was found that these academically talented students not only had greatly exceeded the amount of required work done by the regular *second year* machine-metal shop students but had, in addition, done intensive study into the relationships and principles involved.

The development and ready success of this venture is a tribute to staff cooperation at Castlemont High School. With encouragement from the central office and the local school administrators, and with careful preparation and hard work by the teacher, the first class was started with twenty-nine students. To secure capable students, the local mathematics department notified and encouraged junior and senior students who were interested in engineering and science, and who were doing well in mathematics, to sign up for this pre-engineering course in machine-metal shop. Each of the one hundred forty students who expressed a desire to enroll in such a class was interviewed by the machine-metal shop teacher. The criteria for selection were the student's vocational objective, his probable chance of profiting from this class, his interest and motivation, as well as his grades in mathematics and apparent mechanical aptitude.

Valuable counseling took place during the student interviews with the industrial arts teacher. To many applicants the preparation for engineering and the duties of an engineer were not entirely clear, while others were completely confused. To some, an engineer was a rugged giant who wore high boots and could lick any of the men in the construction crew Thus, a great amount of vocational information was trans-

mitted during these selection interviews. A number of students considerably in excess of a desirable class size were selected, since it was anticipated that program conflicts and changes in plans would remove some students from the enrollment list. The class started with more than the desired number of students. The median IQ of the students enrolled was 118, the range from 94 to 132. Student motivation was excellent, and Oakland educators were well pleased with the operation of this new project. More careful selection has been practiced in choosing the students for similar classes this year. The median IQ score of these classes is 121, with a range from 100 to 149. The two classes of pre-engineering machine shop now being conducted, have been held to a smaller size of 20 students each than was possible last year.

Class Techniques and Procedures

The objective of the class and the procedures that are to be followed throughout the year are thoroughly explained to students at the beginning of the term. Able students display superior ability to visualize and appreciate distant goals or objectives, and do not object to completing a practice problem. This permits more extensive educational experiences. Frequently, when a student undertakes a new process or operates a machine that is new to him, an experimental or practice job is performed first to familiarize him with this new experience. Therefore, when he undertakes a step on his project that is essentially the same as he had previously completed on his practice job, his performance is better, he is more sure of himself, and the chance for complete understanding and a satisfactory completion of his objective is more likely.

Learning is implemented by applying his recently acquired knowledge to the same operation on his regular project. This method permits an extensive coverage of valuable operations and principles. Practical projects that appeal to, and are desired by, the student add to the impact of the course.

Class Organization

The class is divided evenly into two sections, and each student selects a partner from within his section. The student keeps his partner throughout the school term. This permits students to work in pairs when they perform their experiments and when doing their practice jobs on the machines. This method permits combined thinking and also encourages each student to check the other's calculations. What one overlooks the other may remember. This combination approach has proved an excellent procedure. While they work together, discuss the experiment as it develops, and pool their resources to complete it, each must write up his

findings independently. The student also works alone when working on his own project.

One half of the class works on experiments while the other half is engaged in manipulative handwork and on the machines. This organization is necessary to utilize fully the shop equipment and to permit the shop instructor to distribute his time effectively.

Outline of the Course

The primary objectives of this course are to provide opportunities for exceptional students interested in the fields of science and engineering to learn the practical applications and principles of science and mathematics and to learn the manipulative skills they will be required to perform and understand should they continue their education in science or engineering. It is felt that this course will provide the students with a basis for evaluating their abilities and interests in these areas.

A. Mathematics (Mathematics is the keystone of science and engineering; therefore this unit is an essential part of all of the succeeding areas.)
   1. Mensuration
   2. Algebra
   3. Geometry
   4. Trigonometry

B. Basic metallurgy
   1. Materials
   2. Structure
   3. Cutting processes and theory
   4. Heat treatment
   5. Stresses

C. Motion, force, and energy
   1. Laws of motion
   2. Basic mechanical principles
   3. Inertia, mass, and measurement
   4. Momentum, velocity, and vectors of motion
   5. Simple machines

D. Mechanisms
   1. Gearing, cams, and linkage
   2. Fasteners
   3. Tapers and sine bar
   4. Power transmission
   5. Mechanical applications and efficiency factors

E. Hydraulics and pneumatics
   1. Laws of gases and liquids

2. Temperatures, pressures, and volumes
3. Heat engines
4. Industrial applications

F. Related industrial processes
1. Planning and layout
2. Foundry and forging
3. Sheet metal
4. Welding and brazing
5. Mechanization and automation

G. Machining operations
1. Turning, boring, and threading
2. Milling and shaping
3. Grinding and forming

Manipulative skills in the use of hand and machine tools are developed through students' participation in making carefully selected projects requiring specific skills, such as a tap wrench, parallel clamp, and C clamp. In addition to the practice gained while making these useful articles, the students are required to perform other machine operations on an experimental basis to prove certain mechanical principles, such as cutting threads according to mathematical calculation rather than by the "cut and try" method, and planning and cutting gears.

In addition to the metal-working projects and experiments, the students working in teams perform several series of experiments involving physics, chemistry, mathematics, and mechanisms. These experiments are a regular biweekly part of the class work, with half of the class participating each week. After performing the experiment from a workbook, the student is required to do some library research on the subject and to complete a written report.

A typical example of one of these experiments is taken from the series on metallurgy concerning the "crystalline nature of metals." In this experiment, the student first examines the large visible crystals of the zinc coating on galvanized steel. Next, a small piece of tin plate is etched by immersing it in a hydrochloric acid solution, thus revealing the crystal boundaries which are dissolved by the acid. Steel crystals are very small and cannot be seen except through a powerful microscope, but the crystals of zinc and tin can readily be seen. All metals are crystalline in structure and in any piece of metal these particles are made up of atoms arranged in a regularly repeated pattern. To continue the experiment, small pieces of cast iron and steel bars are broken to reveal the crystalline structure at the breaks. Steel changes its space lattice structure with the change from low to high temperatures and vice versa. Ordinarily the crystalline structure of steel is that of body-centered cubes, each

composed of nine iron atoms. This form is magnetic. At approximately 1500°F the space lattice changes to face-centered cubes of 14 atoms and also loses its magnetism. (Magnetic properties are explored in a later experiment.) This experiment continues by proving that steel changes from a face-centered to a body-centered cubic lattice crystalline structure when cooled from high temperature. This last part of the experiment involves physical laws of gases and solids. A razor blade is heated over a Bunsen burner and quickly removed to a dark box. Soon a brief flash occurs. This phenomenon is known as "recalescence." As the change takes place wherein 9 atoms per cube occupy a space that 14 atoms formerly occupied, this change releases heat, causing this phenomenon.

After the experiment, the students draw diagrams of the two cubic lattice structures, read the reference books provided for the purpose, and write up a report on their findings. These reports on experiments, plus reports on field trips, assigned reports on readings from trade journals and other publications, and the keeping of complete and extensive notes, comprise the homework assignment for the class.

Applications of Mathematics

Mathematics continually plays a dominant role in all of the class activities. It is one thing for a student to be able to perform the required steps in a mathematical equation, but quite another for him to be able to make new and practical applications of the same principles. Although algebra and geometry are prerequisites for this course, considerable relearning takes place in this class, whereby students become aware of a new meaning of mathematics as they apply it to solve problems that are of immediate practical use in their class work. The applications of algebra are common to almost all of the machine operations in the shop, from the calculations of spindle speeds, automatic feeds, and the transposition of standard formulas to suit given operations, to the development of formulas, as in finding straight and angle depths of threads. In working with gears, cams, and other mechanisms for the transfer of motion, many principles of physics are involved as well as plane geometry, as in determining angular velocities and vectors of motion that are generated when one gear transmits motion to another gear. Trigonometry has many applications in the class work, as in analyzing thread design, cutting tool angles, gear tooth and pressure angles, transfer of motion through linkage, the design of cutting tools for automatic machinery, use of the dividing head of the milling machine, taper and angle cutting in the lathe, and several others.

Not only do the students learn to put mathematics to practical use, but they are encouraged to think in terms of mathematics as a method of reasoning, to think and to attack problems by a logical approach. The

student who learns to solve practical problems with mathematics, who writes reports, and practices using several references to obtain data for his work, becomes aware of the need for proficiency in basic school subjects. The practical experience provided by this course, coupled with the theoretical principles involved, helps to lead the student to insights that permit a broad concept of mechanical principles that in turn provides a good orientation and motivation for further technical, engineering, or scientific study.

Suggested Steps in Starting an Accelerated Course

The selection of a suitable teacher for an accelerated course in pre-engineering machine shop is the first and one of the most important tasks. He needs all of the attributes of any superior teacher, plus intimate, practical experience in both engineering and machine-metal shop activities.

Second is the planning stage. Previous to starting the class, the course content needs to be determined; basic projects and/or experiments must be selected to illustrate in a practical way the mechanical and scientific principles involved. Suitable, related theory and other meaningful information needs to be arranged in appropriate areas with the intention of interesting the able student and stimulating his curiosity and desire for further study.

Third, and equally important, enthusiasm for the course must be generated in both the central office and the local administration, and in the mathematics, physical science, and counseling departments. In addition, it is important that the other members of the industrial arts department understand what is being attempted. The support of the groups mentioned has been an important factor in the successful development and continued operation of this project. In Oakland this industrial arts course is considered as laboratory science in allotting credit, thus easing the problem of college requirements for college-bound youth. The University of California recommends high school machine shop for engineering students, and it is expected that other colleges and universities will readily accept this as a college-preparatory course.

Fourth, experience has indicated the advisability of establishing a cut-off point of 110 IQ as the lower limit of admission to this course. However, the IQ score is not the only criterion for admission to this class. Recommendation of the mathematics staff and a personal interview by the industrial arts teacher are regularly required in the selection of class members.

Fifth, while students are graded competitively in this class, the grades that appear on their transcripts will be either A or B. Should a student not fulfill expectations, he would be removed from this class. Grading is not a problem in these classes.

Conclusion

These pilot courses at Castlemont High School in Oakland, California, have proved to be an outstanding success. Students, parents, teachers, and administrators are enthusiastic about this program. Since the successful operation of this experiment, at least one neighboring city is conducting a similar program. College preparatory students have responded enthusiastically to this new type of course designed specifically for their abilities and needs. It provides fast-moving, meaningful activity and challenge.

School districts have a great opportunity and responsibility to offer an industrial arts course providing fundamental engineering and scientific insight and stimulation to *able* students in their schools.

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It is suggested that, in addition to the above periodicals, instructors might contact local engineering firms for copies of technical journals.

ADULT EDUCATION OFFERS TEACHERS STIMULATING OPPORTUNITIES

BY LINDLEY S. ALLEN*

Would you like a change from the sometimes frenzied pace of high school teaching? Have you ever thought about being in a school where there are no bells; where interruptions are at a minimum?

Are you experiencing some discouraging moments over a rather sizable bloc of your students who have developed a "hard-shelled" resistance to learning? Have you caught yourself day-dreaming about leading a class that participates enthusiastically in discussion—who bombard you with intelligent questions?

Such a school is not the figment of the imagination of some educational idealist shrouded in the mist of an "ivory-towered" dream. It is as real as correcting your final examinations or turning in attendance reports. It can be found in most California high school and junior college districts and in many other parts of the country. But most generally after dark! Such conditions are the normal circumstance for almost all teachers who have the good fortune of leading an adult class.

High school teachers who work in both day and evening classes are nearly unanimous in reporting that their greatest satisfactions come from working with adult students. Their reasons are simple. First, evening school students are eager to learn. In most cases, adults are not required to take the courses. They are in attendance because they feel a definite need. Perhaps they are working for a diploma—something they know is now a minimum requirement in today's world. Maybe they come to develop a new skill to be used on the job or as a hobby. Possibly, as a recent survey taken at Mountain View-Los Altos Adult schools showed, the majority come simply to "increase their general knowledge."

Whatever the original idea for coming might be, when Mr. or Mrs. Adult Student arrives in the classroom, they are there for work. This

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leads to the second reason why adult teachers generously praise their night classes. Disciplinary problems are virtually unheard of. Students display an attitude of respect toward their teachers that is too often missing in regular high school classes. This is truly an ego-satisfying feeling for the teacher. We are all human enough to enjoy being considered authorities, and a successful night school teacher is treated as such.

The evening class is noticeably different from the day class in its relaxed atmosphere. Most classes are scheduled one night a week for two or three hours. No bells signal the beginning or end of a class. Teachers regulate the amount of material to be covered, and when a logical time comes for a break, the class is dismissed for a few minutes.

Quite often teacher and students enjoy these informal moments together over coffee or a smoke. An adult teacher is seldom bothered about maintaining a certain reserve in order to prevent students from taking advantage of him. In view of this informality, evening teachers often are able to exert their influence on students in a significant fashion. They may be able to do a better job of counseling and advising than is possible in the hustle and bustle of the day school scene.

Someone once said that the most creative teaching accomplished anywhere occurs in the primary grades. This observation is quite possibly a very penetrating one. One wonders, however, whether evening school classes were included in this comparison. If good teaching includes stimulating the students to high endeavor, and of developing a spirit of learning and inquiry, certainly adult classes should not take a back seat to any other level of schooling.

The atmosphere of accomplishment that prevails in the night school classroom obviously does not come about accidently. It is the combined product of good teaching and interested students. Eager, hard-working students inspire and bring out the best in their teachers. As one English-for-the-Foreign-Born teacher reported, "When some of my students postpone their evening meal to attend my class, I feel a real obligation to produce a first-rate lesson."

The demands that evening students make on their instructors come as somewhat of a shock to those teachers who teach adult classes for the very first time. Just before the Christmas holidays our bookkeeping teacher checked into the office with a puzzled and slightly dismayed expression on his face. "You know," he said, "those people actually asked me to give them an assignment over vacation! This is the first time that this has happened to me in ten years of teaching." He went on to say that his class had accomplished in a quarter what he had expected to take a semester.

A higher percentage of truly dedicated, enthusiastic, forceful teachers are probably found in night classes than in any other level of teaching.

They must have these characteristics or they do not survive. There are no captive classes. If a teacher does not produce, his attendance drops, and the class folds. Consequently, evening teaching is a real test of a teacher's ability.

Cynics may say that the after dusk teacher is there for the "overtime" —the extra pay involved. This, of course, has an element of truth. On the other hand, if he lacks the indefinable spark that makes for successful teaching, he very probably will try to enhance his income in some other manner.

Certainly, the very best of teachers feel an almost missionary call to lead students to higher levels of achievement, self expression, or personal fulfillment. As long as the pay and the working conditions are not so bad as actively to discourage them, they would never consider any other profession. These are the only people who should go into teaching. Most evening teachers are of this variety.

EVOLUTIONARY HUMANISM

Huxley suggests that three main contrasted ideals of personal development are possible. "One is specialization: the fullest exploitation of some particular capacity, as seen in many successful professional men. The second we may call all-roundness by summation: the cultivation of every kind of fulfillment separately. This was, broadly, the ideal of the ancient Athenians and of our own Elizabethans. The third is difficult to characterize in a word: we may perhaps call it comprehensive wholeness: the cultivation of inner harmony and peace, the development of a unitary and comprehensive pattern of intellectual and spiritual organization. This has been the aim of the saints, the sages, and the mystics.

The first is in some degree necessary for 'personal success in life' but pushed to extremes it is as dangerous as biological specialization, and stands in the way of the higher levels of personal development.

Wholeness as properly understood remains the key to the higher reaches of personal development and fulfillment. The personality is a spiritual and mental construction, a work of art like other human constructions. Wholeness is to this construction what design is to a building, conferring a new beauty and significance on what would otherwise be a mere assemblage of separate parts.

It is all too obvious, that in the great majority of human beings, the great majority of their possibilities, whether physical or spiritual, intellectual or aesthetic, remains unrealized. . . . I would venture to prophesy that one of the next important steps in human progress will be the development of a science of human possibilities—their nature, their limits, and the communicable techniques for their fuller realization.

—Julian Huxley, "New Bottles for New Wine."

TEAM TEACHING—
THE RESULTS OF A CALIFORNIA SURVEY

BY WM. JACK STONE* and WILLIAM K. RAMSTAD†

The Committee on Staff Utilization of the National Association of Secondary School Principals recently surveyed current practices and plans with reference to staff utilization through a questionnaire distributed to all secondary schools in Colorado, Illinois, Michigan, New York, Georgia, and California.

The following comments are based on questionnaires returned by 514 California secondary schools. One hundred thirty-five three year junior high schools, 15 two year junior high schools, 74 three year senior high schools, 221 four year high schools, 34 six year schools, and 35 unclassified schools reported.

Of the participating schools, 59 enroll less than 199 students, 80 enroll between 200 and 499, 168 enroll between 500 and 1199, and 217 have a pupil population in excess of 1200.

The five major divisions of the questionnaire are Team Teaching, Student Grouping for Special Purposes, Teacher Aides, Schedule Changes, and Technological Devices.

Team Teaching

The tabulations on Table 1 show that the fields of English and science have received the most attention in the organization of teams, with social studies and mathematics following in that order. Reduction of the number of teaching hours for team members receives greatest attention in science, as indicated by the 17 schools having such a program.

It appears that physical education lends itself readily to team teaching, as 150 schools indicated that "teachers sometimes team with others to instruct one or more classes."

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† Staff Associate, Committee on Staff Utilization; graduate student, Stanford University.

As shown by the few responses to items 4 and 5 in Table 1 financial incentives and the reduction of teaching hours for team members evidently have not been accepted as general practices in the organization of teaching teams.

Opportunity for team members to meet for planning purposes appears to be regarded as an essential ingredient to team teaching by more than one-fourth of the schools using the team approach.

Student Grouping for Special Purposes

Space does not permit the inclusion of the complete tabulations for each subdivision of the questionnaire. It appears, however, that staff utilization programs tend to emphasize large group instruction. For example, in the social studies field, 222 schools indicated that two or more classes were occasionally combined for purposes of instruction, while only 24 indicated that students were grouped in classes of less than 15 for discussion purposes. One hundred forty-four schools report the use of large group instruction programs in English, 143 in science. In the case of physical education, large group instruction receives considerably more emphasis than does small group work, 139 schools using the former, 45 the latter.

Independent study receives somewhat less attention. Only 90 schools report this technique in social studies, 86 in science, and 75 in English.

The single practice which is most widespread in all subject areas is that of extended use of learning facilities beyond the regular school hours. This practice is reported in 251 schools.

Teacher Aides

Student teachers, lay readers, college trained adults in the community, and clerical workers are all being used as aides. The extent to which teacher aides are used in the various subject areas appears to follow the same ratio as the extent to which attention has been given to team teaching and to student grouping for special purposes. Thus the subject areas giving most attention to the use of teacher aides are English, 168 schools, social studies, 142, science, 110, and physical education, 109, although each field reports some familiarity with this practice.

The activities most commonly assigned to teacher aides are the correcting of written work, the grading of tests, working with small remedial groups, assisting the librarian, and providing clerical help.

Schedule Changes

In general, less attention has been given to schedule changes than to other aspects of staff utilization. Fifteen schools currently provide a

modified schedule for science classes, 9 for English, 7 for social studies, and 6 for mathematics.

By far the most predominant practice is that of providing summer school opportunities, 254 schools reporting this program. The possibility of changing an individual student's schedule on a given day is reported by 30 schools.

Although 10 schools indicate they are planning to change next year, no single school reported the use of a "module" type schedule.

Technological Devices

Educational television is being used by 63 schools in the teaching of social studies, 53 in English, 52 in science, and 25 in foreign language instruction. The use of reading accelerators in English classes is reported by 154 schools.

As yet, teaching machines do not appear to be in widespread use. Where they are available, teachers of English in 18 schools appear to be making the greatest use of them.

The single piece of equipment in most common use in any of the subject areas is the tape recorder, 317 schools, as it is used in the foreign language laboratory.

Summary

The results of the California survey show clearly that there is considerable interest and activity in staff utilization. More than fifty per cent of the schools returning the survey reported programs under way, and many more indicated plans for launching an increased number of activities during the coming year. It is also clear that each school is introducing those aspects of staff utilization which seem most readily adaptable to the particular school.

It should be noted that team teaching and the use of teacher aides have not been adopted without extensive local planning. The comments accompanying the returns indicate that the finding of improved ways to redeploy staff and students for better educational opportunities is solidly rooted in cooperative experimentation involving staff, students, and community.

Complete tabular results from each of the six states surveyed will appear in an early issue of the *Bulletin* of the National Association of Secondary School Principals. As a part of that report, 26 California schools have been asked to provide more detailed accounts of their programs. It is the hope of the committee that further experimentation will be made, and improved ways of communicating the results of such programs will be developed by the profession.

TABLE 1—TEAM TEACHING

Definition—An arrangement whereby two or more teachers with/without teacher aides plan, instruct, and evaluate cooperatively one or more class groups during a given period(s) in order to take advantage of their respective special competences.

Questionnaire Items	SUBJECT AREA (A—Operating; B—Contemplated)															
	English		Social Studies		Math		Sci.		For. Lang.		Pr. Arts		Fine Arts		P.E. Health	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
1. Teachers SOMETIMES team with others to instruct one or more classes.	101	54	50	51	41	24	94	39	27	9	41	2	29	2	150	8
2. There is a systematic arrangement whereby teams of teachers and/or aides teach large groups of students.	25	41	43	40	11	21	21	32	7	8	5	7	6	4	40	6
3. Where the team structure exists, the most experienced or able teacher is designated as team leader.	28	23	23	20	16	11	10	22	12	3	8	5	6		45	3
4. Some financial incentive plan exists to give the team leader extra pay.	3	5	4	5	1	3	2	6	1	1		3	1		7	1
5. Team members teach fewer than the usual hours per week.	4	18	17	13	2	7	9	10	2	1	4	3		1	1	2
6. If more than one teaching team exists, someone is assigned to coordinate activities of these teams.	11	17	15	12	4	10	9	12	6	5	2	7	1	2	11	3
7. Opportunity is provided within the schedule for team members to meet together during common free time.	27	30	29	27	12	18	25	22	10	3	4	8	6	3	12	6

A MULTIPLE ELECTIVE PROGRAM IN JUNIOR HIGH SCHOOL

BY MARTIN H. MUNZ*

Since one of the chief functions of the junior high school has traditionally been to provide exploratory opportunities, it was decided by Redlands Junior High School officials to experiment with a program which would allow students to select from a large number of electives within a school year. In order to inaugurate this program it was necessary to add a period to the school day. We have six regular fifty minute periods and a forty minute period which is called the "elective activity." The elective activity period comes daily in the 4th period, just before lunch. On Monday it is used for home room discussion meetings; on Tuesdays we have assemblies every other week and club meetings on alternate Tuesdays; on Wednesday, Thursday, and Friday students attend their elective activity classes.

The idea for this type of program came from the Hawthorne Intermediate School (7th and 8th grades) at Hawthorne, California. We used most of the subjects they offered as a basis for determining what electives our teachers were prepared for and interested in offering. We then distributed a questionnaire to the students to determine the extent of interest in the various electives we were prepared to offer at each grade level. The list below indicates the range of interests and the variation in subjects. Some of these are strictly in the crafts or hobby category, others are related to solid subjects, while still others are specialized phases of courses taught in the regular curriculum.

With a few exceptions, all students are required to enroll in a different elective activity each quarter. This means that each pupil will explore four electives during the school year. Some of these subjects are designated only for one grade level while others are open to two or all three grades. Here is a list of the elective activities offered during the first three quarters of the school year 1960-61:

* Principal, Redlands (California) Junior High School.

Archery
Badminton
Beginning Instruments
Boys' Chefs
Ceramics
Chorus
Conversational German
Conversational Spanish
Drafting (boys & girls)
Dramatics (7th Grade)
Dramatics (9th Grade)
Electricity
Electricity for Girls
Exploration in Reading
First Aid
Future Teachers
Girls' Problems
Handball for Boys
Hunting Safety
Knitting
Creative Writing
Crafts
Library Science
Metal Work
Model Building
P.E. Officials & Leadership for Boys
P.E. Officials & Leadership for Girls
Poster Making
Puzzles in Math
Pen Pals
Radio Speech
Russian Culture
Sketching—Pastels and Chalk
Slide Rule
Speed Reading
Stamp and Coin Collecting
Story Telling and Baby Sitting
Survey of Ancient History
7th Grade Orientation
Tennis
Tumbling for Boys
Typing (two quarters)
Woodworking
Water Colors

In addition to the subjects listed above, many additional electives were offered to students but were not elected. There are several changes in the electives offered each quarter.

Summary

Some of the advantages of the elective activity program are as follows:

1. Each student has an opportunity to explore more interest areas than most programs provide.
2. Students have ample time in a nine-week quarter to determine their interests and talents in the given elective without becoming bored with the subject.
3. Teachers have opportunities to teach in areas outside of their regular subject field if they wish, thus giving variety to their teaching day.
4. The program provides for more enrichment for all students than we can provide under the traditional system.

The greatest disadvantage to the elective activity program is that teachers are required to teach an extra period three days a week. This means an extra preparation for each teacher and an additional group of approximately thirty students with whom each teacher must become acquainted each quarter. Another disadvantage is that the change in electives each quarter requires additional work by home room teachers, counselors, and office staff in determining students' preference and in registering the students.

A LIBERAL ARTS SEMINAR IN A CALIFORNIA HIGH SCHOOL

BY NATHANIEL HICKERSON*

In this age of Sputnik, great emphasis has been placed upon providing expanded and challenging opportunities for academically talented students in the fields of mathematics and science. Such new high school offerings as chemistry laboratory, physics seminar, and mathematical theory are being experimented with in many districts in California.

But what of the humanities and the social sciences? Is there need for curriculum extension in these areas of learning? Should students who are motivated in the direction of literature, philosophy, political science, and similar studies be encouraged by their high schools to enlarge their knowledge and develop understanding in these areas? Are there students who can be exposed both to advanced work in mathematics and/or science, as well as to the humanities, and profit from this dual experience?

If we are to judge by statements made by university and college officials concerning secondary education, our answer to the above questions must be a categorical *yes*. One of the severe criticisms made by these people is that the secondary schools do not provide enough work or stimulation for such students who plan on higher education. Dr. Leith Shackel, Dean of Women at Carlton College, Northfield, Minnesota, recently said: ". . . freshmen . . . suffer from laziness acquired as a habit from too easy experience in the high school. Some of them say they could get A's at home without real study. Well they can't do it here. They weren't challenged enough."[1]

Realizing the inadequacies of the usual humanities and social science curriculums for exceptional students, the Washington Union High School District of Fremont has instituted at James Logan High School a seminar in liberal arts. This class is open to senior students who have shown

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[1] *Our Times*, January 4, 1961. Volume 1, Number 13. Page 16.

particular interest and ability in previous classes in literature and history. This year, the first year of the program, thirteen students are enrolled: nine students will attend a four-year college and four students plan on junior college attendance. Four of this senior group plan to major in mathematics or science at college.

Curriculum in the Liberal Arts Seminar

The course is divided into specific units. Because this is the first year, adjustments have been made and will continue to be made with regard to the allocation of time for each unit. The units now established are as follows:

1. Anthropology	8 weeks
2. Philosophy	10 weeks
3. Political science and economics	8 weeks
4. Readings in literature and drama	7 weeks
5. Art and music	4 weeks

The school district has purchased about twenty-five separate paperbacked books to serve as the texts for the seminar. Included are the writings of Aeschylus, Vergil, Shakespeare, Ibsen, Shaw, Dickens, Dostoevsky, Swift, Emily Bronte, Ruth Benedict, Darwin, Will Durant, Mill, Adam Smith, Locke, Cervantes, and others. Fifteen copies of some of the volumes are provided so that all students have access to similar information. At least five copies of each of the novels are available, thus insuring a wide range of reading opportunities.

Method

The class is conducted along seminar lines, with lecturing kept to a minimum. For example, in the unit dealing with anthropology, Ruth Benedict's *Patterns of Culture* is read both at home and in class, and discussed in detail. In the unit dealing with philosophy, *The Philosophy of Man* by Will Durant is used as the principal source. Here in one paperback is a review and summary of the works of many of the world's great thinkers from Plato to Santayana.

In a discussion concerning art and music, reproductions of the great masters are exhibited in conjunction with a review of the history of art, and in the music unit examples of music from the early liturgical a cappella to modern jazz are played and the various forms discussed and analyzed.

The readings in literature are spaced out over the year, as for example: in October two weeks are devoted to *Richard III;* in February *A Doll's House* is read, followed in the spring by *Agamemnon* and *Saint Joan.* In addition, students are asked to make periodic reports concerning the literature they are reading at home. Thus at least twice during

the year each student is responsible for leading a discussion of one of the novels he has chosen from the master list. All of the students in the course of the year will have read five or six of these works at home.

Throughout the year interruptions of the prescribed curriculum are kept to a minimum because of the limitations imposed by time. However, when events of significant importance occur in science, medicine, education, or religion, time is spent to discuss these new developments.

Evaluation of Students

Two methods of evaluation are employed: (1) oral reports on books read, and (2) seminar term papers. The oral reports are evaluated with special emphasis on the student's grasp of the content of the book, ability to interpret the ideas of the author, and willingness to inject individual reactions to the material read. Each student is required to write a term paper each semester.

Permission to use the anthropology, biology, philosophy, and main libraries at the University of California has been secured and some of the students do much of their work there.

Despite the pains of birth of the seminar, and its development; despite the necessary adjustments in methods and procedures, many of the students have expressed sincere appreciation for the opportunity of adding a curriculum of this kind to their high school experience. In the words of one student, "I feel that the purpose of the seminar is to provide us with some knowledge of man, man in his various societies, and man's achievements in order that we can better understand ourselves and others. In this way we will come better to appreciate the great achievements of men through the ages."

TELEVISION FREES THE TEACHER

The classroom teacher must concentrate upon the face-to-face relationships with learners as individuals and in groups. He must do far less lecturing and more guiding, appraising, counseling, and inspiring. Here lie the deep satisfactions in teaching. Here teachers attain their real successes and make lasting impressions upon their pupils—not by lecturing or by telling and planning, but in setting the conditions for individual growth and group interaction. This is teaching raised to the high level of a fine art, the art of nurturing constructive growth in children and youth.

—I. Keith Tyler, "Television Frees the Teacher," *Educational Research Bulletin*, October 12, 1960.

TEACHING THE COURSE IN FAMILY RELATIONS

BY PAUL SCHUMANN*

If we interpret "core" to include the fusion of materials from two or more disciplines into the on-going process of a class that meets for one or more periods per day, then the Senior Problems classes in the Whittier Union High School District may be said to be "core" in nature. This is particularly so in the one semester which we designate as family relations. Among the social sciences and humanities we draw upon are psychology, cultural anthropology, sociology, and philosophy, all during a unit spanning eight or nine school weeks. Contributions from other areas will quickly come to the reader's mind as the discussion develops. The scope and depth of the class work varies according to the achievement level of the particular class. Teacher initiative is strongly encouraged, and teacher-student rapport of a high order is crucial if any increase in understanding is to be achieved.

One beginning point is to have students write an introductory paper sketching their family backgrounds and some of the significant forces that might have been at play in making them the kinds of people they are at this particular stage of their development. It takes time to build up this paper, showing how it will vary from previous autobiographical-type writings they might have done. Following this introduction teachers may center class discussions on the human organism, identifying some of the features it inherits and how some of these interplay with environmental forces. In addition to fairly typical concepts discussed here, follow-up topics may include the open energy system of the organism, how the system operates, the sources of energy, how it is unrelated to other such inherited features as intelligence. Along with the basic reflexes commonly thought of, we discuss with students the drive of the organism

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to stay in equilibrium with its environment. Following this, the various environmental forces shaping one's self concepts are analyzed. The goal here is for the student better to understand the various forces working upon his development so that he might grasp more fully why he acts the way he does.

To continue with the development of the unit, a teacher might next discuss fundamental psychological needs of humans, ways of handling these needs, and move on to sub-cultural variations that help shape the development of individuals towards maturity. For example, rather early in life boys are taught some of the rudiments of the male role in life. A boy might fight with his fists, with an inept fighter being taught how to do so better by his father, whereas a girl is taught that she might slap with an open hand but not with the fist. Girls are taught to play with dolls, boys with trucks, etc.

Additional cultural variations discussed at this juncture include areas identified by Daniel Prescott and others, such as the consequence of nationality—i.e., the value system taught by a family of Italian as opposed to Anglo-Saxon descent or one taught by parents of mixed background—and variances possible as a consequence of religions, urban-rural environment, race, and sectional living (Midwest, East, etc.). Another variation, that of age-grading, is always of interest to students. A good example teachers cite is that of crying in public as being socially unacceptable for boys even at early ages, with the typical adult teaching that so-called "big boys" and men never cry.

Attitudes of other cultures as opposed to the various so-called American ones are brought in at this time. Various groups such as the Hopi Indians, the Eskimos, the Tchambuli, ones included in Ruth Benedict's *Patterns of Culture*,[1] and those included in the record album, *Ways of Mankind*[2] (particularly those of Athens and Sparta) always bring fruitful class reactions and increase student depth of understanding of human behavior. The teacher tries to have the students relate these value systems to those taught through their own particular sets of experiences within their own families if these discussions of divergent cultures are to have real worth. A teacher can help the students relate these cultures to their own experiences by assigning, for example, a theme comparing the values stressed by the Hopi Indians (as brought out in the excellent recording "Desert Soliloquy" in the *Ways of Mankind* series) with those

[1] Ruth Benedict, *Patterns and Culture*. Students would also profit from reading J. P. Marquand's *Point of No Return*, to increase their understanding of social strata.

[2] This is available rental through various county film libraries and may be purchased from the National Association of Educational Broadcasters, Urbana, Illinois. Schoolwide in-service educational programs for teachers could well focus on this album. No core teacher should be without the background it provides.

stressed in their own backgrounds.

Interwoven in this framework of diverse cultures are the various philosophies of life that have motivated men over the centuries. The teacher may then involve the class in a discussion of idealism, realism, experimentalism (or pragmatism), Aristotelianism, and scholasticism. Over the years, students have remarked particularly favorably on this phase of the class work. Recognizing the relative philosophical state of flux of a 17 or 18 year old, developing their own philosophies in composition form after class discussions was challenging and worthwhile, alumni tell us.

Teachers typically use an introspective theme as a culminating project as a method of ascertaining the depth of understanding a student has of the forces working upon him. The growth in understanding can be partly evaluated when this latter theme is compared with the preliminary paper previously mentioned.

Central to our discussion here is that we can readily involve the research of various disciplines in a core-oriented class, even if it meets just one hour per day. This approach presents a challenge to the teacher. It offers rich personal rewards, if we use as our criteria measurable student growth based on various written exercises and improved class discussions plus comments of graduates who have come through the program. Former students of the program now in college have remarked that this unit of work was particularly valuable in introducing them to the college offerings in these areas. The depth of understanding that teen-agers gain of themselves and that teachers gain of their students as a consequence of this unit appear to be far greater than through the organization of a more "typical" Senior Problems class in family relations.

THAT GOODLY FELLOWSHIP

There is not now and, I am convinced, never will be a substitute for contact between teacher and pupil. There is no inspiration like that of life upon life—no substitution for the artist-teacher, who teaches out of inspiration and love. There is no substitution for the exchange which takes place in that goodly fellowship of the classroom or beneath some shady tree or sandy beach or union hall—or wherever those who seek understanding meet. This is true because the facts of books and visual aids are cold facts; they take on meaning only when they are reflected in the lives and experience of human beings. When the dry bones take on flesh and the flesh becomes spirit, lives are affected and ultimately history is affected. It is amazing, isn't it, that all of the great teachers of history—the Jewish prophets, Jesus of Nazareth, Socrates, Confucius, Buddha, Plato—lived with those who studied with them, and out of this living together developed the spiritual interactions which moved the earth. Thus it has always been, and thus it will always be.

"A Tribute to My Teachers," by Kermit Eby. *The Educational Forum*, Jan., 1961.

WHAT'S HAPPENING IN CALIFORNIA SECONDARY SCHOOLS

BY WILLIAM N. McGOWAN*

Pasadena junior high schools have received six booths with tape decks and microphones similar to those installed in the senior high school language laboratories. No console was provided in the junior high schools but the master tape or disc can be transmitted to each booth from a single record player or tape recorder. This provides the same type of drill in listening and speaking that is available at John Muir and Pasadena High Schools. Each junior high school also received a combination filmstrip-slide projector, tape recorder, record player and earphones and projection stand for use by the language teachers and students. In addition to providing the beginning language student with practice in speaking and listening, the use of this equipment will develop skills which the student will find invaluable when he advances to the senior high school laboratory.

A recent *State Department of Education* study of seventh and eighth grade programs in California gave valuable and interesting information on factors affecting costs and quality of instruction. The study collected data via a questionnaire and an "opinionnaire."

A review of the answers to question one in the optional opinionnaire summary indicates that all types of schools other than the self-contained elementary schools were strongly of the opinion that teachers' special abilities and their training cannot be used most effectively in self-contained classrooms. Those who replied for the self-contained elementary schools found it difficult to state an opinion on the matter as is revealed by the fact that 176 gave no answer. However, slightly over half (207 out of 410) of those who were willing to express an opinion felt that the self-contained classroom was not the type of organization that most effectively utilized the teacher's ability and training. It appears, therefore, that even those schools that are organized on the self-contained classroom basis are somewhat dubious about the educational efficiency of this system.

* Executive Secretary, California Association of Secondary School Administrators.

The remainder of the questionnaire was answered by schools that had already partially or completely departmentalized their programs of instruction. Generally speaking, these schools seemed to feel that the departmentalized form of organization had increased their costs of instruction. It is also interesting to note that it was the departmentalized elementary schools which were most evenly divided on this question with 42 stating the costs had increased and 31 taking the opposite view (responses to question two).

Of the schools replying to question two that their costs of instruction had been increased with the introduction of departmentalization, practically 100 per cent expressed the opinion that increased cost was due to additional services and enrichment of curricular offerings rather than to the introduction of departmentalization per se (responses to question three).

These schools also felt very strongly (responses to question four) that the cost would be either equal or greater if the same instructional program were offered in a self-contained classroom. A number of comments indicated the feeling that the same instructional program could not possibly be offered in a self-contained classroom and, therefore, opinions on this question were somewhat academic.

The answers to the last question revealed that the elementary schools were unwilling to commit themselves on the question as to the possible approval of a plan to revert to a completely self-contained program for grades seven and eight. Of those elementary schools that did answer this question the sentiment was strongly against the belief that the community would permit a return to the self-contained classroom. Almost 100 per cent of the junior high schools indicated that they did not believe their communities would permit a return to the self-contained classroom.

The answers to these five questions show clearly that opinion favors the establishment of departmentalization as a means of making best use of teachers' abilities and training. While costs increase, it is felt that it is not departmentalization but the addition of services and the enrichment of curricular offerings that account for this increase in costs. In addition, those who have experienced partial or complete departmentalization maintain that a comparable program of services and instruction would cost as much or more if it could be carried on in self-contained classrooms. Lastly, it does not seem that many communities that have experienced a departure from the self-contained classroom would approve of a return to this form of classroom organization.

What's Happening in Senior and Four-Year High Schools

The *South Bay Union High School District,* Redondo Beach, has adopted a unique salary schedule. It is referred to as a "Career Teacher

Salary Schedule" and has no maximum. The plan is to give $75.00 per year for each year in the district beyond thirteen. This will be given to each teacher whose services are satisfactory. It will be assumed that all teachers are satisfactory unless an objection is brought against one, in which case a committee composed of three elected teachers, the chairman of the department in which the teacher works, and the principal of the school, will examine the objections. The plan means that a teacher will never cease to get some raise.

The *Vallejo Unified School District* recently announced the distribution of a booklet titled "Standards of Student Behavior" to community organizations, youth groups, Parent-Teacher Associations, law enforcement agencies, and other organizations. The booklet was developed by a district-wide committee of teachers and administrators as a result of an intensive eighteen-month study. A copy of a small brochure on "Standards of Student Behavior" has been distributed to each parent in the school district. This brochure deals with subject matter involving student responsibility, parental responsibility, and teacher responsibility.

The *San Francisco Public Schools* have embarked on a new venture of cooperation involving pupils, parents, and teachers for the promotion of proper student behavior in accordance with Point 11 of the 23-point Curriculum Strengthening Program in operation within the San Francisco Unified School District.

"San Francisco Pupils, Parents, and Teachers Get Together on Discipline" is the title for a new booklet which gives statement to existing policies relating to school discipline.

The Second District of the California Congress of Parents and Teachers actively worked with school officials, teachers, and student-groups in the formulation of the new guide booklet.

The new discipline guide is to be distributed to all students of the District. It is to be utilized by students in school and is also for use of parents and students together in the home situation.

Senior High School Permanent Record Cards will, hereafter, indicate that each student has been made aware of the important information contained in the new and instructive booklet.

Students, school officials, and parents have worked diligently in preparing the booklet information.

The Board of Education, the Superintendent of Schools, and the divisional heads have worked with Parent-Teacher officials in coordinating the project and arranging its final form.

In the spring of 1960 a report of the *Bakersfield High School* Report Card Revision committee was submitted to the Advisory Council of the Kern County Union High School District recommending consideration of a change from six-week to nine-week reporting periods. It was sug-

gested by members of the Advisory Council that information regarding state-wide practices should be obtained before proceeding further. Since this information was not available through known sources, a survey was made by the Bakersfield High School Committee and the results tabulated as follows:

Procedure: Double-postal card questionnaires were sent to 43 school districts containing high schools, selected at random from the California School Directory for 1960-61. Replies were received from 42 districts which included 195 high schools. (Schools of Kern County High School District *were not* included in the survey.)

Findings: The questionnaire revealed the following information:

1. Check the time interval used for issuing report cards:
   a. Every six weeks—*8 districts with 33 schools.*
   b. Every nine weeks—*34 districts with 162 schools.*

Note: The Los Angeles school system uses the *10th* week and end of semester; however, this tally was included in "b" above.

2. If these reports are supplemented by some kind of deficiency notices, to which students are they given?
   a. Failing students only—*8 districts with 34 schools.*
   b. D and F students—*26 districts with 130 schools.*
   c. Others—When poor performance justifies such a report—*3 districts with 13 schools.*
   d. None—*4 districts with 18 schools.*

Note: Several districts listed other types of reports in addition to report cards and regular deficiency notices as follows:
Regular use of commendation forms—*4 districts with 56 schools.*
Reports on other underachievers (in addition to D and F students) as deemed necessary—*6 districts with 24 schools.*

3. How often are these deficiency notices issued?
   About the mid-point of the quarter—*24 districts with 123 schools* (the most common time intervals noted were the fifth and fifteenth weeks of the semester).
   As needed—*9 districts with 35 schools.*
   About the mid-point of the six-week period—*4 districts with 18 schools.*
   Sometime during the semester—*1 district with 5 schools.*
   None—*2 districts with 8 schools.*
   No entry—*1 district with 6 schools.*

Note: One district reported different practices as enumerated in items 2 and 3 in the different schools of the system. These

schools were tallied individually in various categories but the *district* itself was not tallied.

4. If a change in reporting intervals is anticipated, to which time period will you change?
   Three districts with 12 schools will change from the six-week to nine-week period next year.
   One district made this change this year.
   One district reported a junior high school experimenting with the six-week period.

Conclusions:

1. In the districts surveyed the nine-week period is the overwhelming choice. Next year it will be used in 174 of the 195 schools in the study, or in 89 per cent of these schools.
2. Most of the schools using the nine weeks period issue regular deficiency notices (or "progress reports") to students doing D or F work at the mid-point in the quarter. The most common placement of these reports is at the fifth and fifteenth week of the semesters.
3. Commendation notices are also used regularly in some schools.

Herbert Hoover High School, Glendale, reports a successful experiment conducted during the last summer school session. The course, "Introduction to Laboratory Sciences," was born from the belief that students would perform better during the academic year if they had a short introductory course explaining the areas of science and the individual characteristics of each. Thirty-three sophomore students signed up for this enrichment class. No credit was given.

The six weeks were divided into three two-week sessions. Each session was conducted by a specialist.

A follow-up study in January of this year indicates that nearly every student who attended this summer session is doing well above the average established by non-participating students.

THE EDUCATION OF AN ARTIST

I have mentioned our great American passion for freedom. And now, let me add to that the comment that freedom itself is a disciplined thing. Craft is that discipline which frees the spirit; and style is the result.

—Ben Shahn, *The Shape of Content.* Vintage Books, N. Y., 1960.

SYMPOSIUM

Meeting Needs of Atypical Youth: New Developments in Guidance and Teaching

As we approach the pinnacle of achieving the lofty goal of enrolling all youth in high school, the problem of caring for the consequent widening diversity of ability, interest, and need becomes more complicated. In a single comprehensive school, where equality is the guiding principle, how can the needs of the gifted, the mentally retarded, the pre-delinquent, and all of the other identifiable groups be cared for within a common framework of requirements and standards? Here is a thorny challenge to guidance and to teaching. The symposium this month includes a wide range of articles as befits the scope of the problem facing high schools as they attempt to cope with the diversity of their students. Several articles describe either problems of or programs for educating gifted, mentally retarded, or pre-delinquent young men and women. Other articles treat such general problems of guidance as interpreting test results and cumulative records to parents and the development of a counselor's handbook so that all members of the faculty can work together more effectively as a team. The aim in bringing such a variety of articles together in one place is to underline the enormity of the task of the American high school which includes everyone if it is to achieve a quality of excellence in the education of each individual who is enrolled.

SHOULD PARENTS SEE THE CUMULATIVE RECORD? OR SOME ANSWERS TO QUESTIONS PARENTS ASK US

BY VIRGINIA BAILARD*

When legislation was enacted in California relating to the showing of a student's cumulative record and all contents therein to his parents, there was much ado among educators. Some felt that it was one of the worst catastrophes in years; others viewed it as an opportunity to upgrade the contents of our records and as an opportunity to help parents obtain a better understanding of our educational program, and to help teachers use the cumulative records to better advantage.

The Long Beach Unified School District took the latter point of view. A committee was appointed to devise ways and means of improving the cumulative record and a program of in-service training for all school personnel who would be likely to interpret any part of the records to parents.

One sub-committee revised the record while other sub-committees at each level—elementary, junior high school, and senior high school worked out methods of in-service training for school personnel. The heart of the in-service training program at all levels was a pamphlet containing questions and answers which parents were likely to ask during a conference. This pamphlet was published in tentative form to be added to as new questions arose. Following are a few samples:

1. *What is my son's I.Q.?*
   It is very difficult to be sure what anyone really means by an I.Q. Even experts in the field of testing disagree among themselves about how to define intelligence and about what an I.Q. score tells us. Most people would agree that an I.Q. is a test score which gives an estimate of the person's general ability to learn. The most accurate and reliable of these test scores can be obtained from intelligence tests which are administered individually.

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Very few of our students are given individual intelligence tests, but we do give groups of students general scholastic aptitude tests. These are often spoken of as I.Q. tests and yield scores that are somewhat similar to I.Q. scores. However, such group tests are subject to many limitations that must be fully understood to be used properly. For instance, a student if retested on an alternate form of the same test could very likely show a difference of 6-10 points in the two separate scores. Too, since group tests are written, they are undeniably related to reading ability as well as to general scholastic aptitude. Also, tests from different test makers yield quite different ranges of scores—122 on one group test might be 131 on another group test, and possibly 139 on an individual intelligence test.

We know that intelligence is a composite or combined weight of six or more factors or separate kinds of ability; intelligence is often likened to a bunch of grapes, where the separate grapes are not likely to be uniform in development. Present group tests do not give adequate measurement of all the separate kinds or factors of intelligence.

We prefer to use and discuss general scholastic aptitude test scores only as they agree or disagree with other test data and known facts about school achievement. Even then, we find that using bands of ten points or more is much more reliable than to attempt to pinpoint exact scores.

Your child on scholastic aptitude test(s)

Falls within the normal range of ability that includes more than half the students

Scores in the upper one-fourth of all students tested

Appears to be below the middle of the group

Performs at a level that should make college work feasible

Follows closely his other test patterns and scores in reading, English, etc.

Scores higher/lower than his subject achievement grades would indicate

We must recognize, too, that scholastic aptitude is only one factor in school or job success; drive, emotional stability, family patterns and interests, and the student's self-picture are often equally important in determining future success.

2. *Can his I.Q. be improved or changed?*

The scores of a test which tend to give us an idea of a child's scholastic aptitude may fluctuate a little depending on the test given and the circumstances of the child's life situation, motivation, etc.; however, in most cases it is not likely to change a great deal. If

your child's scores on the group tests were to change noticeably, we would ask that an individual test be given him.

3. *What does grade equivalent mean?*
   On this *particular* test you can see that your son's grade equivalent score was 2.3. This means that he is reading at the same level that the average second grader reads in the third month of school. In other words, your son is about one year below the standard of his present grade. We are very much interested in helping him to read better and that is why we have asked you to come in for this conference.
4. *Who besides parents may come in and look at these records?*
   Your child's teacher, the counselor, the vice-principal, and the principal all work with these records. No one outside the school ever sees them unless it is authorized by you and your child.
5. *You say that my child is in the top 25 per cent of those taking this scholastic aptitude test. What does this mean in terms of what we may expect of him?*
   Depending somewhat on his interest and drive and real desire to achieve, you might expect your child to make a strong B average in high school, and he should be able to make average grades in college.
6. (A) *How much of the information on this cumulative record is sent to colleges?*
   Usually the information that goes on to the colleges includes scholastic ability, ranking in the class, achievement test data, and grades. In fact, a photostatic copy of the whole cumulative record (secondary) is sent. In addition to this, counselors write recommendations for the students in almost every case.
   (B) *How much is sent to prospective employers?*
   A copy of the cumulative record is not sent to employers automatically; however, transcripts are sent at your request or at the request of your son. School personnel are willing to furnish employers with the student's general ability and achievement level and any aptitude or interest test results upon request. They also vouch for the student's character, personality traits, dates of attendance, whether he is graduated, and verification of good citizenship.
7. (A) *Why didn't my child learn to read at grade level?*
   There are many reasons why children do not always read at grade level. Sometimes it's because they have moved around a great deal and have had many different teachers so that there has not been good continuity in his school life. Sometimes children will get a mental block on reading because of some distressing circumstances at home, such as the death of a parent, or a frightening

experience, or even the entrance into the home of a new baby at a crucial learning time. Maturation plays a large part and so do various aspects of health such as energy, eyesight, and hearing. Then, of course, scholastic aptitude enters into the picture. Perhaps we should review the history of your son, both at home and in his scholastic work throughout his career here.

(B) *What can I do about his poor reading?*

Most children are eager for their parents' approval, so I believe that if you had your son read to you out of some books which I will get for you at his present reading level it would be helpful. It is very important that you give him praise for being able to read as well as he can and to encourage him to keep trying. Tell me, does he go to the library or have books at home? What is he interested in? There are many good magazines which might carry articles or stories around his interest. And, of course, it is important to have a "quiet" time when he can really concentrate.

8. *Why is a child promoted when the scores are not average for his grade?*

We promote a child when we feel that he will profit most in the next grade above. It is our feeling that in most instances a child who repeats a grade will not derive a great deal of benefit from it unless he needs the time to mature so that he will be better able to learn. We also think that the child has a better chance of adjusting socially if he remains with his own age group instead of being held back with younger children.

We often recommend summer sessions for any subject deficiencies at the secondary school level.

9. *If my 8th grade child scores at 11.3 grade placement in both the mathematics and language tests, why doesn't the school promote him to a higher grade level?*

This score does not mean that your child can do outstanding 11.3 grade work. It means that he made the same score as an average 11.3 grade student on his 8th grade test. The test does not imply that your child has studied all the material that is covered in the 9th and 10th grades.

10. *What happens to this record when people move?*

The State law says that the cumulative record or a photostatic copy of it must follow the child to his new school.

11. *Should we reward our child for good grades or scores?*

The best reward which any child can receive for whatever he does—whether it be for good grades or for getting along unusually well with other people, being courteous, thoughtful, helpful, is praise and approval of the parents. Monetary rewards or gifts are

not really the most valuable motivating factors. Sometimes extra privileges are given for good grades or if he isn't studying well, deprivation of privileges might be used.

12. *How can I tell whether or not my child should go to college?*
We feel that we can help you to make this decision by bringing together everything that we know about your child's scholastic ability, his achievement test scores, his aptitude scores (D.A.T.), his grades throughout his school career, and his interest and drive. We know that he is of high normal intelligence. And now let's look at his achievement test scores and his grades. It would appear from these figures that he might succeed in college, although he will have to work very hard. He will be more likely to succeed in a smaller liberal arts college than in a very large university.

or

From the scores he has made on his scholastic aptitude test it would appear that he is near-average in intelligence, and it would seem that considering the grades he has made and his somewhat below average scores on the achievement test, a four-year college or university leading to a B.A. might be too difficult for him. However, he is a wonderful boy and because of his ability to get along with people there are many things he can do to become a very useful citizen. You know that many non-professional people make far more money than a great many professional people. I would predict that John will have as happy and as useful a life as if he did go to college.

For the near-average boy or girl there *are* colleges available such as technical or trade colleges or a junior college where he might take a preponderance of terminal courses.

We want you to know, however, that no one is really wise enough to make an absolute prediction of college success. We can merely say that from the material we have it does not seem likely in the case of your son.

13. *How do my child's scores compare with national norms?*
In scholastic aptitude your child scores at the 40th percentile. This means that he is as good as or better scholastically than approximately 40 per cent of the children in the nation who took this test when the norms were being determined. Out of every one hundred youngsters his age who took the test, your boy scored better than approximately 40 per cent and lower than approximately 60 per cent of the others.

14. *Why isn't my boy in that fast-moving class?*
We feel that he shouldn't have this kind of competition this year. While he is above the expected grade placement by two years,

those in the fast-moving class are at least three and many times four years advanced. If I had a child I would rather have him with the group where there is more chance for him to exert leadership. And, actually, in his present class situation there is no ceiling for what he can learn.

In order to utilize this material, the principals of all schools in the district were told that members of the committee who had written up the questions and answers would be available as resource persons in any type of meeting which they wished to set up.

The most successful use of the material was made by principals in the secondary schools who chose to have a committee member meet with all teachers during their individual conference periods. In such small groups there was an opportunity for excellent discussion. In the elementary schools where teachers have no conference periods, principals invited a committee member to present the material to the faculty at a regular teachers' meeting. This was then followed with small study groups.

Role playing was used at all levels. Humor abounded in such situations and a good time was had by all while the learning process was in motion.

All in all, it was felt throughout the district that the legislation, while it alarmed us at first, was most helpful and stimulating.

PROFESSIONAL SALARIES FOR PROFESSIONAL TEACHERS

The average income of American teachers is low among the professions, $5389 as compared with $11,100 in 17 other recognized professions.

These figures from *Professional Salaries for Professional Teachers,* a new 24-page booklet from the National Education Association's Committee on Educational Finance, help explain why the teaching profession is steadily losing talented and interested people to other fields.

The booklet which has been prepared for use locally with both professional and lay groups makes a number of recommendations for establishing a professional salary level for teachers. Among these are: A higher starting salary which will make selective recruitment possible; greater financial recognition for advanced education; more substantial annual salary increases; and maximum salaries that compete with other professions.

N.E.A. Capsule Review

SHOULD GIFTED STUDENTS BE ACCELERATED?

BY MORRIS J. APPLBAUM*

According to a recent survey[1] pertaining to the education of academically superior students, a questionnaire was sent to 1956 Merit Certificate Winners throughout the United States and to the principals of the schools in which there were Winners. The purpose was to determine what provisions are being made for the academically gifted students in high schools and what provisions would be made if conditions permitted. Among the twenty-seven questions on the students' questionnaire was the question: "Were able students permitted to complete their high school work in fewer than the usual number of years?" and among the thirty-seven questions on the principals' questionnaire was the question: "Are gifted students permitted to complete their high school work in fewer than the usual number of years?" Both the Certificate Winners and the principals were asked to rate the practice suggested by the questions in three different ways: first, in terms of how often or how persistently the practice was utilized in the high school; second, in terms of how successful the practice was found to be when utilized; third, in terms of how valuable the practice would be without regard for the use which was being made of the practice

Tables I, II, and III show a detailed breakdown of the responses of 1,879 Merit Certificate Winners and 1,063 principals of schools in which there were Winners. Table I provides the data when the responses to Columns I and II (the utilization of the practice and the evaluation of the practice) were tabulated separately; Table II provides the data when the responses to Columns I and II were combined for tabulation purposes; Table III provides the responses to the theoretical evaluation.

Table I shows that 75.1 per cent students and 67.5 per cent principals indicated that the practice of permitting students to complete high school in fewer than the usual number of years was practically nonexistent. Only 6.4 per cent students and 7.3 per cent principals reported that the practice was utilized to a considerable extent, and 16.6 per cent students

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[1] Morris J. Applbaum, *A Survey of Special Provisions for the Education of Academically Superior Students in the United States* (Unpublished Doctoral Dissertation, Teachers College, Columbia University), 1958, 388 pp. See *Phi Delta Kappan*, Vol. XXXX, No. 8, May 1959.

against 15.8 per cent principals indicated that the practice was utilized to a moderate extent. Table II provides a more detailed breakdown of the responses.

Table III actually shows what the Winners and their principals think of acceleration. That the practice of permitting high school students to finish faster would be of considerable value was felt by 25.4 per cent students and 15.5 per cent principals; that it would be of moderate value by 36 per cent students and 28.1 per cent principals; and that it would be of little or no value by 36.5 per cent students and 41.7 per cent principals.

TABLE I

COMPLETION OF HIGH SCHOOL WORK IN FEWER THAN THE USUAL NUMBER OF YEARS

Principals: Are gifted students permitted to complete their high school work in fewer than the usual number of years?

Students: Were able students permitted to complete their high school work in fewer than the usual number of years?

RESPONSES TO COLUMN I

Respondents	Utilization of Practice									
	A	B	C	NR	Total	A	B	C	NR	Total
	Number of Respondents					Per Cent of Respondents				
Students	120	311	1,412	36	1,879	6.4	16.6	75.1	1.9	100
Principals	78	168	718	99	1,063	7.3	15.8	67.5	9.3	100

RESPONSES TO COLUMN II

Respondents	Evaluation of Practice									
	A	B	C	NR	Total	A	B	C	NR	Total
	Number of Respondents					Per Cent of Respondents				
Students	214	382	999	284	1,879	11.4	20.3	53.2	15.1	100
Principals	133	205	478	247	1,063	12.5	19.3	45.0	23.2	100

Legend

Column I–
- A–utilized to a considerable extent
- B–utilized to a moderate extent
- C–utilized very little or not at all
- NR–no response

Column II–
- A–very successful
- B–moderately successful
- C–unsuccessful, or successful to only a very limited degree
- NR–no response

TABLE II

COMPLETION OF HIGH SCHOOL WORK IN FEWER THAN THE USUAL NUMBER OF YEARS

Principals: Are gifted students permitted to complete their high school work in fewer than the usual number of years?

Students: Were able students permitted to complete their high school work in fewer than the usual number of years?

RESPONSES TO COLUMNS I AND II

Respondents	Utilization and Evaluation of Practice											
	AA	AB	AC	BA	BB	BC	CA	CB	CC	CNR	NR	Total
	Number of Respondents											
Students	64	51	5	62	198	51	88	133	943	248	36	1,879
Principals	58	16	4	17	139	12	58	50	462	148	99	1,063
	Per Cent of Respondents											
Students	3.4	2.7	0.3	3.3	10.5	2.7	4.7	7.1	50.2	13.2	1.9	100
Principals	5.5	1.5	0.4	1.6	13.1	1.1	5.5	4.7	43.5	13.9	9.3	100

Legend

AA—utilized to a considerable extent and very successful
AB—utilized to a considerable extent and moderately successful
AC—utilized to a considerable extent and unsuccessful, or successful to a very limited degree
BA—utilized to a moderate extent and very successful
BB—utilized to a moderate extent and moderately successful
BC—utilized to a moderate extent and unsuccessful, or successful to a very limited degree
CA—utilized very little and very successful
CB—utilized very little and moderately successful
CC—utilized very little and unsuccessful, or successful to a very limited degree
CNR—not utilized, therefore not evaluated
NR—no response

TABLE III

COMPLETION OF HIGH SCHOOL WORK IN FEWER THAN THE USUAL NUMBER OF YEARS

Principals: Are gifted students permitted to complete their high school work in fewer than the usual number of years?

Students: Were able students permitted to complete their high school work in fewer than the usual number of years?

RESPONSES TO COLUMN III

Respondents	Theoretical Evaluation									
	A	B	C	NR	Total	A	B	C	NR	Total
	Number of Respondents					Per Cent of Respondents				
Students	478	676	685	40	1,879	25.4	36.0	36.5	2.1	100
Principals	165	299	443	156	1,063	15.5	28.1	41.7	14.7	100

Legend

A—of considerable value
B—of moderate value
C—of little or no value
NR—no response

Although it is not the object here to draw conclusions, it is nevertheless interesting to observe that comparatively few of the schools in which there were Merit Winners allow their superior students to finish high school in less than the prescribed amount of time. In fact, more than 90 per cent of the Merit Winners reported elsewhere in the survey that it took them six or more years to complete their junior and senior high school course (grades 7-12 inclusive). Furthermore, only 25.4 per cent of Certificate Winners and 15.5 per cent of principals feel that the practice of acceleration would be of considerable value as shown in the responses to the theoretical evaluation (Column III) in Table III. The evidence would seem to point to the fact that where the gifted are provided with adequate enrichment and with a challenging program, they prefer to remain in high school during the prescribed time. Conversely, it would seem that where such a program of enrichment is not available the students prefer to leave high school faster and thus enter college at an earlier age. Certainly the question "Should gifted students be accelerated?" merits further study and investigation.

WHAT RESEARCH SAYS ABOUT ACCELERATION

BY JACK THOMPSON* and LESLY H. MEYER†

Many educational approaches have been used to help the gifted or superior pupil make better use of his potential. One of these plans, the simplest to execute from an administrative standpoint, is double promotion or grade skipping. As one hears educators express their feelings with regard to acceleration, there are strong opinions advanced on both sides. Some favor the moving from grade to grade each year while others are for the completion of elementary and secondary school as soon as possible. Many are somewhere between the two extremes. Wilson (20) in response to a questionnaire found that 50 per cent of the educators he surveyed favored acceleration. However, a high percentage of those favoring acceleration were at the college level.

In ascertaining whether or not acceleration is a successful procedure, the approach in this paper is to draw conclusions from the results of research studies. Too often educators act on their own biases or subjective feelings rather than on the basis of objective evidence. By presenting objective data, we hope to provide a more valid basis for making decisions.

In reviewing the research on acceleration, studies will be grouped in four areas:

1. Early entrance to elementary school.
2. Early entrance to high school.
3. Early entrance to college due to acceleration in either elementary or high school.
4. Early graduation from college.

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Early Entrance to Elementary School

Hobson (9) studied the effects of early admissions to elementary school over a ten-year period. The children were selected to enter school below the minimum age on the basis of individual psychological, health, and physical examinations. They were compared with children who did not enter early. All children admitted to school early showed superior achievement at every grade, although the differences were not significant. They obtained a greater number of A's and B's, fewer trial promotions, and fewer failures. Worchester (21) summarized a number of research studies on early entrance to school in the State of Nebraska. The average early admittance age was eight months below the regular age of admittance. The study showed no significant difference in physical development when compared with the average child. In academic work, the accelerants equaled or surpassed their older classmates. Judged by teacher's ratings, they were well adjusted, were accepted by their classmates, and liked school. Lincoln (12) studied the success of children who entered school early on the basis of group and individual intelligence tests. The children were rated highly successful academically by the teachers and the group achievement tests. Their achievement was above the median in all areas at the seventh grade. Children who are admitted earlier tend to maintain academic success.

Regarding Early Entrance to High School Due to Acceleration

Altucker (1) found when comparing accelerated students and non-accelerated students, the accelerated group was higher in intelligence, had a higher physical rating, and fewer failures. They also participated socially as often as non-accelerated students. Wilkens (19) compared the achievement of accelerated students, chosen on the criterion of graduation below 17 from high school, with non-accelerated students. On the average, they were above their peers in achievement. Lamson (11) studied gifted children who entered high school early. They were compared with a control group and matched with other pupils. Significant differences favoring the gifted who had entered high school earlier were found in regional examinations, school grades, scholarships, and amount of failures. Social participation was equivalent for all groups. Seventy-five per cent of the accelerants indicated they were happy to have attended a special class. Engle (4) compared the educational, vocational, and social achievement of pupils who had been accelerated in elementary school. A questionnaire was sent to students who had been accelerated and those who had not. More accelerated students attended college, received greater honors, higher salaries, and greater employment. The results indicated that acceleration is not a handicap. Webster (18) com-

pared the achievement of accelerated students with non-accelerated students. The results indicated acceleration is desirable if the students want it. The accelerated group obtained more honors, a better grade point average, and participated equally in student affairs. Herr (8) compared a group of accelerated pupils with non-accelerated pupils. There was no difference in grades earned or achievement test scores except in the area of general information. Unzicher (17) studied the achievement of pupils with superior ability who have been accelerated to junior high school. They were compared with a control group. The differences between the groups were not significant. Engle (5) compared the personality and social adjustment of accelerated and non-accelerated high school and university students who were matched on certain criteria. There were no indications that personality adjustment was affected by acceleration, and social participation was not significantly different for the accelerated group. Engle (3) compared the records of accelerated students with other pupils in the same school. A group of 26 accelerants received a greater percentage of A's, B's, and C's with fewer D's and F's than the non-accelerated group.

Regarding Entrance into College Due to Acceleration in Either Elementary or High School

Keyes (10) studied the effects of acceleration on students entering college. They were compared with a control group who entered at the usual age. The accelerants showed a significant difference in college achievement, number of scholarships and awards, participation in social activities, time in college, and number of advanced degrees. The accelerated group varied regarding their feelings about acceleration. Silverman and Vernon (16) studied how the accelerated student progresses academically and his feelings about acceleration. Those who entered early did not wish to spend more time in school. They felt acceleration was worthwhile. The younger group had better scores on achievement tests. Berg and Larsen (2) evaluated early entrance to college. Six students were allowed to enter college on the basis of certain criteria. They were superior in the tests administered and obtained higher grades with fewer failures. The conclusion indicated that careful selection would enable certain college students to enter college earlier and do satisfactory work. Odell (13) compared high school marks with college marks in an accelerated group. There was no difference between the grades. Younger students seemed to stay longer in college. Sarabaugh (15) studied younger, superior college students with older, superior college students. The younger group participated in extracurricular activities and favored acceleration in school. From the viewpoint of the superior child, he felt that the enriched curriculum seldom functions for him.

Regarding Early Graduation from College

Pressey (14) appraised the adult career in relationship to graduation from college. There was a positive relationship between early age of graduation from college and national success or prominence. Flesher (7) studied the effects of acceleration in college. Women who completed college in three years rather than in four years were the subjects in this study. They were compared with all women in college at the same time. They demonstrated higher academic achievement, won more honors and showed equal participation in social activities. They were able to complete college in three years without adverse effects. Flesher (6) studied possible differences between children who graduated under the age of 20 and those who graduated at or over the age of 22. A younger group of 79 students were matched on certain criteria with those who graduated at an older age. The younger students obtained more advanced degrees, better salaries and higher ratings on the job. There were no differences between the groups in age of marriage.

Discussion

The research evidence indicated in all of the above studies shows there are no adverse effects from acceleration, although some of the studies have certain limitations due to lack of control groups, poor presentation of data, or lack of tests of significance. However, the overwhelming evidence still remains in favor of acceleration with positive effects. The research findings in the four areas seem to suggest the following conclusions:

1. Research suggests acceleration is a feasible method to meet the needs of the superior child.
2. Acceleration enables him to complete schooling earlier and has no adverse effects upon the child.
3. Early entrance to school provides continuity to a child's education.
4. Acceleration should not be done at random but by careful study.

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SCHOOLS NEED EDUCATED TEACHERS AND ADMINISTRATORS

Public education needs educators who are educated; teachers and administrators who have become fascinated with learning, moved by literature, inspired by history, driven by the intricacies of mathematics, and the vistas of science. There need be nothing incompatible between strong academic training and the sympathetic understanding of children.

Virgil Bozarth, Principal, Martinez (California) Junior High School

A REALISTIC POINT ONE PROGRAM

BY LEONARD L. MURDY*

For more years than we would like to admit we assumed that our program for the retarded and slow learner met the needs of these students. Like so many programs, ours relied very heavily upon elective courses, including homemaking, industrial arts, business subjects, music, and art. We found that we had a mistaken sense of satisfaction when we asked the shop teacher or homemaking teacher "How is Johnny getting along?", and the teacher's answer would come back in a very positive manner as "Just fine." Upon more careful examination we found that what this teacher really meant was that Johnny comes to class on time each day, takes his proper place, and does not disturb anyone during the class. In most cases Johnny was unable to read the material, let alone understand its meaning.

As in so many educational problems, we at Redlands High School found that the simple and practical approach provided the best results. We began with the realization that we were dealing with precious human individuals who had a definite handicap. How could we make of them good full-time citizens and help them with their needs, desires, and ambitions just as we would with any other student? We also assumed that during these last few years of formal education, it would be much better to try to develop and capitalize upon their strong points than to attempt to employ the same methods that had been used before. For the past two years we have had about thirty-six boys and girls each year who have qualified under the Education Code of California for reimbursement for a Point One program for the mentally retarded.

Redlands High School is a senior high school, having a seven-period day. In the Point One program, three teachers with special education credentials are employed—one for each grade level. Each student is assigned to his respective grade teacher first period, in a modified home

* Principal, Redlands, California, Senior High School.

room arrangement. During this period the teacher attempts whatever formal work can be accomplished. The work includes some reading, arithmetic, spelling, history, geography, and English. Following Period 1, the boys and girls are grouped separately for a double period. We have had two classrooms specially constructed to meet the requirements of this program. One room is a combined shop and crafts room, while the other is for homemaking and crafts. Yet each room is so constructed that it can be used for any general purpose class. During this double period these specially trained teachers stress homemaking or shop as the central theme. They believe that they can teach more arithmetic, reading, and spelling under these circumstances than in a formal class. They find that consumer education at a level that is understood and practical can be integrated very profitably with this method.

We have found that, unfortunately, many of these students come from homes where very little information regarding such areas as dating, sex, health, and sanitation is given. With the sexes separated we have an atmosphere ready-made to work with these subjects most effectively. Since the double period requires the services of only two teachers, the third teacher is available for two assignments in another part of the program.

Period 4 becomes the physical education period for all of our special education students. We hope that physical education is one area in which these students can best learn to associate and participate in a normal environment under a regular physical education teacher. Period 4, then, becomes a consultation and planning period for the three special education teachers.

Period 5 is lunch time for both the students and teachers, with no attempt being made to segregate or supervise these students separately. Periods 6 and 7, in general, are directed to a work experience program with the 10th and 11th graders being assigned to special jobs on the campus, while the seniors work in downtown business and industrial establishments. This program requires the supervision of two of the special education teachers. During this time the third teacher is given one period for counseling with special education students. We find it is advantageous for these students to have a counselor who knows them well as individuals. The special education counselor can follow up on problems, and prevent many situations which might otherwise become serious. The third teacher is available for a regular assignment during 7th period.

The entire program has, of course, the full approval of the parents. Our intent is not to exploit the students nor to find cheap labor for the district. Rather it is to give these individuals an opportunity to prove to themselves that they can perform specific jobs. We have found in the few short years that this program has been in operation, that students

have developed a sense of confidence and a feeling of worth and belonging that they have never before experienced. The jobs must be kept simple and relatively routine, but in our society, no matter how much automation takes over, there will always be routine tasks to be done. The seniors who work in downtown establishments receive school credit. They are not paid unless they are asked to remain after school hours or to return on Saturday. The man supervising this program is well known in the community. He spends a considerable amount of time explaining to the local businessmen the purpose of the project in order to avoid adverse public relations. The program is kept flexible so that if a student will better profit from any other class, the change can be easily made.

After two years of experience, we are convinced that this program is most worthwhile. It has provided students with experiences that are realistic, practical, and that give them a new outlook on life. Many of these students had tasted little but defeat and failure time after time and year after year in a traditional class. They are now provided an opportunity to convince themselves that there is something worthwhile that they can do to make a living and to enjoy a full life as useful citizens .

UTOPIA NOT JUST AROUND THE CORNER

Throughout Dean Keppel's warnings runs the stress on tests and on real research.

In spite of the popular hope for some miraculous panacea, "the total dollar impact on educational research . . . so far has been relatively feeble," he added. "The Federal Government, for example, is spending $119,000,000 this year on agricultural research, while the United States Office of Education has slightly over $6,000,000 for educational research—including both the Cooperative Research Program and the National Defense Education Act."

The result is the substitution of *"opinion polling as opposed to actual investigation,"* Dean Keppel said. The impressive phrase, "research shows," makes the public believe that a miracle drug of learning has been found. Later, public and professional disillusionment may lead to that most dangerous threat to progress: opposition to all further change and experimentation. This danger can be averted only if it is understood that today's improvements may take a decade to bear fruit. There is no such promise as instant education reform.

Fred M. Hechinger, *The New York Times*, Feb. 12, 1961.

REFLECTIONS OF A TEACHER OF THE MENTALLY RETARDED

BY DONALD J. RICHARDSON*

Some kids have three strikes against them before they even start their school day. There is the young lady who witnessed her "ol' man" beating up her mother last night; the skinny little redhead in the front seat feels empty after not having dinner and only a piece of bread this morning. The big boy in the back who is seeing if he can break the arm rest off his seat is a character. He has five brothers and two sisters, an unusually muscular body, and a determination to be recognized as an individual even if he finds it necessary to wreck the school. Look at that little cutie over there. She wants to do things just right; she works awfully hard—way beyond her expected achievement. She asks as a reward only to be praised and to be treated gently. See the scar on her arm? That was a gift of her mother's temper before the courts decided that the girl must be removed from the home. Oh yes, there is Emanuel. He has a wonderful disposition. It is too bad he can't understand more English—he really is quite smart. The empty seat in that row belongs to Mary—she is absent quite a bit. Her doctor reports an incurable blood disease. Mary likes school but her weakened physical condition keeps her home several days a week. Her confidential medical report gives her six months to live. The boy with the mule skinner's vocabulary? He was adopted when a young baby but now feels that he has been a disappointment to his foster parents. His achievement tests indicate a low index but his parents refuse to accept this finding. His temper is his defense against the constant nagging of his parents.

What can I do with this group? Am I expected to bring it to Phi Beta Kappa standards? No, I think not. But I have to see my responsibilities clearly before I can do my best job.

* Vice Principal, Christopher Columbus Junior High School, Canoga Park, California.

First I must be sure that what I am doing is vital, important, necessary or I will feel a frustration which will certainly permeate throughout my teaching. I know that these young people will some day be adults and some will be voters. Maybe through befriending and encouraging them I will be able to change an undesirable attitude to one more consistent with good citizenship. Considering that these children represent low degrees of abilities and a variety of environments, there is high potential for discontent, failure, and crime in this group. Yes, there is something positive that I can contribute, I think.

Another point which I must have clearly in mind is how can I instruct these children in the necessary fundamentals for their survival? I realize that they need understanding, encouragement, and affection but after all these qualities alone do not make up a lesson plan. When looking at the class a throb of INSECURITY seems to be the most consistent beat within the tempo of restlessness. It seems to me that the teacher must build on what nature and circumstances have given the child. This, often, is little enough. A pattern must be developed to fit the various abilities and in which everyone can find something he can do successfully. It is not enough merely to water down the present course of study. Feelings of success will bring a degree of security. Of course, the consistency of my own attitude and handling of the class will probably be the chief factor for removing insecurity. My daily lesson plans must start with a very simple beginning working up to more complex and challenging exercises. The pattern should include skill exercises, reading comprehension, vocabulary, and practical applications. I can be quite sure that most of these young people will never finish high school so my efforts must be based around units of a terminal type.

Yes, it appears at first glance that their three strikes might put them out of the running for a happy life—but I would like to help change the rules so they might have another chance to strike out for a contented and useful future. Here goes a try at it, anyway.

EXAMINING OUR MOST DIFFICULT DISCIPLINE PROBLEMS

BY DAVID BOGEN*

The most difficult discipline problems of Los Angeles County are usually detained at Juvenile Hall as a means of removing them from the community where they have caused trouble by violation of laws or other delinquent behavior.

These boys and girls are not all alike. They vary widely in appearance, in mental capacity, in personality traits, and in cultural background, as well as in the kind and degree of behavior problems. This is probably the reason for so many diverse and conflicting theories about the causes and treatment of juvenile delinquency.

Some authorities contend that delinquency is symptomatic of psychological problems stemming from experiences of infancy and childhood. Others point to the influence of the "delinquent sub-culture" which exists among certain social groups and gangs. Many conclude that delinquency is due to the fact that modern children do not have the benefit of enough "old fashioned discipline" while others maintain that the trouble is that children are subjected to too much rigid control and repression.

There appear to be only three areas of general agreement: (1) juvenile delinquency is deplorable, (2) prevention is better than cure, (3) juvenile delinquency has increased in recent years. In view of the attention which has been given to this problem, it may seem strange that in this age of scientific and technological miracles so little progress has been made in the effort to control and prevent juvenile delinquency.

The persistence of juvenile delinquency is probably due to the fact that the development of character and personality is strictly a "do-it-yourself" proposition. Every human being must go through the difficult

* Superintendent of Juvenile Hall, Los Angeles County, 1605 E. Eastlake Ave., Los Angeles, California. (Talk at Inter-Region Conference of California Association of Secondary School Administrators, November 5, 1960, Los Angeles, California.)

and hazardous stages of development from infancy to maturity for himself, just as did our ancestors thousands of years ago. Every child must learn to relate to parents and others; to postpone the immediate gratification of desires; to follow the direction and guidance of adults; to develop a conscience by internalizing the moral values and attitudes inculcated by his parents and others; and gradually to emancipate himself from dependence upon his parents.

Delinquency is like a deficiency disease which may result from the lack of certain essential elements in the diet of the child. Psychological "vitamins" necessary for the development of a healthy personality include the following:

"vitamin L"—(love) This is needed in massive doses during infancy. We never outgrow the need for it.

"vitamin S"—(security) Emotional security is especially important during infancy and childhood.

"vitamin D"—(discipline) This essential vitamin must be given in conjunction with vitamin L, for discipline without love is not only ineffectual but may have damaging side effects.

"vitamin I"—(ideal) Children need to have an ideal to look up to. They unconsciously pattern their attitudes and behavior in the image of someone whom they respect and admire. Normally a parent or other member of their own family circle meets this need but sometimes a teacher or other adult is able to supply the deficiency in this important vitamin.

In cases where conditions of early life have resulted in serious damage to the personality of the child or in severe emotional conflict, it may be difficult or impossible to bring about a satisfactory social adjustment. In such cases, intensive psychotherapy or other treatment by highly skilled specialists may be required. Unfortunately, resources for this kind of therapy are scarce. In cases where violent or otherwise disturbing behavior is associated with deep-seated emotional conflict or personality defect it is usually impossible to keep the student in a regular school without disrupting the educational program and jeopardizing the welfare of other students.

Fortunately, this kind of problem is comparatively rare. Many cases, however, of children who are essentially normal in personality traits and in emotional development become involved in serious misconduct through conformity to a delinquent sub-culture or because of demoralizing factors in their immediate environment. In such cases it is often possible to modify attitudes and counteract anti-social codes of conduct without undertaking "deep level" treatment.

The extent to which the personal influence of a teacher may redirect the attitudes and feelings of a student is strikingly illustrated in the case of a former juvenile delinquent who is now a successful correctional worker. At the age of fourteen he was detained at Juvenile Hall on two occasions because of acts of burglary and gang activity. He hated school and was generally antagonistic to adult authority. One day while on the playfield with the physical education class at Juvenile Hall, this boy hit the teacher on the back of the neck with a ball. The teacher could not see who had done it, but another boy told on him and he fully expected the teacher to strike him in anger. Instead, the teacher merely told him that he should not do such things and did not even raise his voice in talking to him. This incident made such a deep impression upon the boy that he says he worried about it for several days. From that time he tried to make a favorable impression upon this particular teacher and according to him, this was the start of a major change in his entire outlook.

In discussing this matter with him years later I made the remark that even though he had been deeply involved in delinquency he was really not a "typical" delinquent to begin with. He replied, "Maybe I was exceptional, but how do you know that the next boy you see on the grounds of Juvenile Hall is not exceptional too?" His point was well taken. We do not know. The important fact is that many of our most difficult discipline problems are based upon distorted values and attitudes rather than distorted or "sick" personality. The counselor or classroom teacher who is able to gain the confidence and respect of a boy or girl whose misconduct derives from the wrong kind of ideas and values and is not complicated by serious personality defects or emotional problems may play a major role in nurturing the potentialities for a better social adjustment which such children possess. Thus, although there are some cases which require specialized diagnostic and treatment services, many of our most difficult discipline problems are in need of "re-education" rather than "deep level" therapy. In such cases, the classroom teacher is often in a strategic position to help.

DEVELOPING A DISTRICT-WIDE COUNSELOR'S HANDBOOK

BY WILLIAM R. MANNING* and LIONEL R. OLSEN†

The development of a district-wide guidance program for secondary schools requires general agreement among all personnel on the framework within which the program operates. One method by which agreement on objectives, operating principles, counselor responsibilities, and other aspects of the program may be reached is through participating in the development of a counselor's handbook. How one school district's guidance personnel developed such a handbook is the substance of this article. Financial assistance was provided through a National Defense Education Act grant.

Objectives of the Guidance Program

Counselors, principals, and other school personnel met regularly during the school year to discuss guidance issues. Two undergirding assumptions were accepted as fundamental to guidance activities. First, the program shall support the student in his pursuit of greater self-awareness; second, the program shall assist the student in understanding and accepting his societal responsibilities.

The first assumption concerns a recognition of the fact that youth are faced with certain developmental tasks prescribed partly by the specific culture in which the individual lives and partly by the physical processes involved in maturation. Guidance, as part of the structured educational program, is designed to assist students in meeting the pressures and anxieties resulting from the challenges of various developmental tasks; it is patent that other social institutions are involved. As the individual successfully fulfills his tasks of development and progresses toward

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maturity he is encouraged, through various guidance services, to become aware of himself as an individual and to develop a self-concept in keeping with personal and environmental realities.

The second assumption is derived from the concept that group living requires individual self-discipline and control of immediate behavior in terms of the needs of the group. Counselors sustain students in becoming aware of man's inter-dependency. Skillful guidance assists youth to realize that self-control through foresight is needed in a democracy as well as personal behavior that is dependable in relation to others.

Both of these guidance objectives stem from the broad philosophical purposes of American education which have traditionally emphasized both individual and group needs as fundamental goals for our schools. The latter goal is particularly cogent today with our nation-wide interest in national purpose and the individual's obligations of duty to his country.

Operating Principles of the Guidance Program

The guidance committee considered translating the broad objectives of guidance into action programs. Guidelines or operating principles to aid in decision making and in other on-the-job behaviors were delineated as follows:

1. The guidance program is planned for all students in the secondary schools, not just for those individuals who are considered to be "problems." The developmental focus of the program assumes a concept of guidance broader than a concentration upon specific problems. Rather, the emphasis is also upon anticipation of student problems and positive counselor action. The guidance program attempts to view each student totally, not merely in terms of a specific problem in his personal, social, physical, mental, and ethical life.
2. The guidance program is longitudinal in nature, since it is planned to meet specific needs of students at various times during their progress through the grades. The following developmental tasks represent areas of need:

   a. Achieving new and more mature relations with age mates of both sexes; b. Achieving a masculine or feminine social role; c. Accepting one's physique and using the body effectively; d. Achieving emotional independence of parents and other adults; e. Achieving assurance of economic independence; f. Selecting and preparing for an occupation; g. Preparing for marriage and family life; h. Developing intellectual skills and concepts necessary for civic competence; i. Desiring and achieving socially responsible behavior;

j. Acquiring a set of values and an ethical system as a guide to behavior; k. Acquiring a realistic and consistent self-concept; l. Deepening interests.[1, 2]

3. The guidance program recognizes the importance of individual differences and attempts to gear the entire educational program to the uniqueness of each student. Counselors utilize special skills and abilities to assist other educational personnel in understanding the nature and extent of these differences.
4. The guidance program involves a friendly, respectful, understanding attitude towards students and to their problems, together with a sincere desire to assist each individual to learn to meet and solve his immediate and long-range problems.

The task of translating objectives into action requires that all personnel continually pose the question "Do these operating principles actually follow from our guidance objectives?" If the question can be answered affirmatively, and if objectives and operating principles are logically and sequentially related, then the subsequent work on the counselor's handbook is greatly facilitated.

Policies and Procedures of the Guidance Program

School district policy statements were examined to determine their relevance for the guidance program. These policy and procedural statements were included in the counselor's handbook if they pertained specifically to the guidance program or if they had more general applicability. In certain cases, they defined limits of counselor action, such as a policy statement regarding the confidential nature of cumulative records. Procedural statements defined methods for facilitating school-central office cooperation, e.g., the method for making psychological referrals. District-wide programs in certain areas were included, such as the standardized testing program for the school system.

Policies and procedures were listed alphabetically, and those that pertained to either junior or senior high school specifically were so designated. The remaining statements apply to the district-wide guidance program. Illustrative of the types of policies and procedures included in the counselor's handbook are the following: policy regarding acceleration of students, procedures for program change (senior high school), procedures for collecting information about students, procedures regarding school health services, policy on school nurse responsibilities, pro-

[1] Havighurst, R. J., *Developmental Tasks and Education*. New York: Longmans, Green, 1956.

[2] White, R. W., *Lives in Progress*. New York: Dryden Press, 1952.

cedures for orientation of sixth graders to junior high school, procedures for orientation of ninth graders to senior high school, procedures for the use of referral services, policy regarding cumulative records, and procedures regarding scholarship programs (senior high school).

Counselor Responsibilities and Activities

The objectives of guidance and the operating principles formed the basis for a careful perusal of the specific responsibilities and activities of counselors in the guidance program. Study indicated that as counselors work with boys and girls these responsibilities and activities are performed in a wide variety of ways, depending upon the specific school and the particular student-counselor situation.

Counselor responsibility and action were considered to fall in four categories: (1) services to the individual student, (2) services to teachers, (3) services contributing to the general school program (4) services promoting school-community relations. In each of these basic areas of counselor responsibility, the specific activities for each grade level, seven through twelve are outlined. These were grouped first, according to chronological order and second, according to a general category. Activities in the latter group were those performed at unscheduled times during the school year.

Illustrative of guidance services for the individual student are: the counseling of emotionally and socially disturbed youth, assisting students with occupational planning, study skills counseling, and helping students receive part-time work placement. Guidance services to teachers include the following: conferring with teachers regarding individual student cases, working with the teaching staff on standardized test interpretation, and advising teachers on health problems of students. Some guidance services that contribute to the general school program are: cooperating with vice principal and dean of girls on disciplinary problems, assisting in preparation of the guidance budget, conducting orientation sessions for incoming students, and advising the administration regarding student problems of various kinds. The counselor promotes school-community relations in the following ways: holding individual conferences with parents regarding student progress, interpreting the guidance program to parent and other community groups, and working with community agencies in the scholarship program. These responsibilities and activities of counselors were not included in the handbook as duties to be performed in a lock-step manner. Rather, flexibility was recognized as the keynote, and all such activities were perceived as being subject to the variables involved in each counselor's situation.

Guidance Contributions of other Educators

The guidance committee recognized that the counselor cooperates with other professional personnel in order adequately to provide all of the services that students may require in their growth toward maturity. These additional school personnel, as well as other community agencies share the responsibility for much of the diagnostic, preventive, developmental, and remedial services needed in a full educational program for youth. Since a comprehensive guidance program becomes possible only when all professional personnel work in harmony towards the objective of guidance, the roles of various contributing school personnel were delineated in the counselor's handbook. In this "team approach" to guidance, roles are again defined flexibly in terms of actual student needs rather than from arbitrary standards set in an a-priori manner. The attempt was made to think through the major areas in which these contributory roles and guidance roles either complemented or supplemented each other. Lines of communication as well as other ways of facilitating cooperation were suggested.

In the process of developing the handbook, some of the professional educators who clarified their guidance responsibilities were the following: the classroom teacher, senior high school principal, junior high school principal, senior high school vice-principal, junior high school vice-principal, senior high school dean of girls, child welfare and attendance consultant, school nurse, school psychologist, and the director of pupil personnel services.

The following selected guidance activities indicated the variety of ways in which the "guidance team" operates. Representative activities of the classroom teacher included creating a growth-inducing emotional climate in the classroom so that each individual is encouraged to work to capacity. Vice-principals and deans of girls included, as part of their guidance activities, group work with boys and girls aimed at preserving appropriate behavior within the high school. Conducting psychological examinations of referred students, and consulting with parents of these students was considered a principal guidance activity of the school psychologist. The child welfare and attendance consultant mentioned the assisting of truant students to adjust to the school situation as an important guidance role, and the school nurse aided counselors and teachers in better understanding the health problems of students. Important guidance activities of the director of pupil personnel services consisted of coordinating the district-wide guidance program and informing the superintendent of special guidance needs. High school principals recognized the importance of promoting in-service education in guidance, as well as encouraging cooperation and understanding of the guidance program

by all members of the faculty. The guidance committee realized that human behavior is infinitely complex and that understandings arise from numerous sources; no one individual will possess all of the answers. The guidance approach utilizes insights from teachers, administrators, parents, and others in understanding human behavior.

The Mechanics of the Guidance Program

Day-to-day operation of the program was investigated with the aim of facilitating techniques and removing "roadblocks" to efficient operation. The guidance committee posed the question: "Are the forms and techniques we are using actually doing the job?" Forms studied included those relating to general student progress reporting, change of program methods, counselor reporting to teachers and methods for keeping cumulative records. Since the counselor's handbook represented a continually developing guidance program, it was necessary to plan methods for amending and making additions to the handbook. Such a continuous evaluation is particularly important in maintaining the smooth operation of a district-wide guidance program.

The development of a district-wide counselor's handbook can be a vehicle by which guidance personnel reach agreement on objectives, operating principles, counselor responsibilities, and other aspects of the program. The recognition of the dual guidance responsibilities to the individual and to society forms the foundation upon which is erected the superstructure of operating principles and specific action programs.

THE ROLE OF THE FEDERAL GOVERNMENT

The battle against ignorance in the United States has been brought to a standstill by absurd arguments about the role of the federal government. Either we are one country or we are not. If we are one, we should admit that the education of all is important to each, and that the government of all must see to it that all have the opportunity to overcome whatever ignorance their background and environment have imposed upon them.

In view of the fact that the federal government is the only one that all of us have, that the federal government is the only one that has the money to pay the bill, and that it is the rankest injustice to have a state like Mississippi putting forth several times the effort of New York for education, only to end up with less than a third of New York's expenditure, we can say without hesitation that the unit of government that best fits the purpose of abolishing ignorance in the United States is the federal government.

If we have not yet learned how to combat poverty, disease, and ignorance in our own country, how can we expect to carry the fight to Bolivia and Ceylon, to Ghana and Outer Mongolia? The answer is that we can, and we must.

"The Nurture of Human Life," by Robert M. Hutchins
Center for the Study of Democratic Institutions Bulletin, March, 1961.

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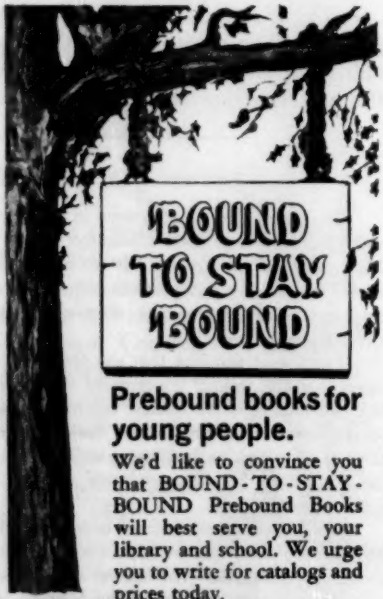

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